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School Activities

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As the Editor Sees It



According to some current experimenters, glutamic acid tablets tend to increase the old I. Q. If these experiments are successful, we have an idea where there's a promising market for the pills!

Despite "purity", "sanity", and other "codes," college athletics appears to be getting badly out of hand again. It is now "bigger business" than ever, not only in its own stadiums, gymnasiums, and "bowls", but also in commercialized sports arenas, far removed for the campus. The reason is, of course, madness—(1) athletics-mad alumni, and (2) money-madness. This department is fast outgrowing the original institution itself.

It's a sad education situation when (1) the average man of the street can name a dozen university coaches and hardly a single one of the presidents of these institutions, and (2) a university refuses to name the coach's salary for fear of an unfavorable and unpleasant comparison of it with the president's.

Two highly pertinent articles: "The U. S. Goes Bowl Crazy," *Life*, January 12, 1948, and "Ideals Bowled Over," *Esquire*, February, 1948. The latter is the best article we have seen on this topic.

Now that the doctor's degree has become practically worthless because everybody has one, they're talking of a super-doctor's degree, obtained in a super-graduate school with super-classes, super-seminars, super-examinations, super-teachers, super-dissertations, and super-hoods. When this comes what next? Colossal super-doctor?

"Of Questionable Value" is the title of a long and substantial editorial in *Youth Leaders Digest* for December. As you might guess, the editor takes the position that although "young people may have many sterling qualities and these should and can be used by experienced adult leaders, any belief that a young person can shoulder and solve the many real problems incidental to group leadership is doomed to disappointment." Then he proceeds to list and dis-

cuss fourteen reasons for his position. And they are good arguments too.

In the light of education's attempts to develop and capitalize such leadership, and the many recently published articles and pictures showing young people running their own community social centers, this article brings a disparaging note. However, whether right or wrong, it does focus attention on the extreme importance of wise adult leaders of less-wise youthful leaders.

How do you vote on the question, "Shall government funds be expended for private religious schools?" Better be thinking up some good arguments because this proposition promises to be one of education's most important concerns very shortly.

A recent decision of the Pennsylvania Supreme Court states that a school "activities account" is subject to official audit even though no tax moneys are deposited therein. In this case the school board refused to produce the records of these accounts on the ground that the money came from admission fees and similar sources and not from public taxes. The auditors, upon proper petition and rule, obtained an order by the lower court upon the school board to produce these accounts. The officers, directors, and principal of the school district took an appeal to the state Supreme Court—and lost.

A very weak part of the average student council convention or conference is to be found in its failure to acquaint the delegates and sponsors with pertinent material available. Such an exhibit, preferably a table where these materials can be handled and looked through, should include copies of "Student Life" and the three good council bulletins published by the National Association of Secondary School Principals, Washington, D. C.; "School Activities" magazine; "The Student Council" and "So You Were Elected!", McGraw-Hill Book Company, Inc., New York; etc. Any of these companies would be glad to send sample copies for such a purpose.

Senior Privileges vs. Student Duties

LAST year a senior in a Michigan high school said, "I think we should have special privileges because seniors should have a happy year." This fall at the Student Council Workshop sponsored by the College of Education of the University of Georgia, a senior said, "I want senior privileges so I can miss study halls and do my studying at home."

Such statements call for some careful analysis. First of all, we must agree with the Michigan senior when he expresses the desire to have a happy year. However, does one secure much happiness from special privileges? Do not most psychiatrists report that real happiness comes to people who can give of themselves to others or to some significant projects?

We can agree with the Georgia senior in her desire to study at home. It may be that her teachers should give her enough work both for study hall time and also for home study. This arrangement, she would probably protest. Perhaps then high school principals should attempt to organize secondary schools without study halls. Many school administrators could quickly point out the difficulties in this solution. A third solution would be to allow seniors to miss study hall assignments. To advocate this solution, one should have some real convictions that the idea of senior privileges is educationally sound and based on democratic practices.

One objection to senior privileges might be a quibbling over the word privileges. In a democracy, we are prone to question any privilege class in school or out. Then too, the word privilege frequently carries a connotation of having something which has not been earned. In discussing this objection in the University of Georgia Workshop, one senior said, "I think we earn these privileges during the first three years of our high school work." To this point of view one student asked, "Do we go to school to secure an education or to earn some privileges?" Some very earnest students who desire senior privileges contend that what they really mean is an opportunity to prove their dependability. If this is the fundamental desire for senior privileges, then, we should talk about senior opportunities and not privileges.

A Virginia senior recently said, "I believe in senior privileges because this

FRED B. DIXON

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country has just fought a war to promote freedom. It is to be hoped that young people everywhere in the world will be serious advocates of the Four Freedoms. Personal freedom, however, has many definite limitations. As one radio speaker said during the war:

"The essence of personal freedom is not the right to do as you please for that may be slavery. Personal liberty is the power to do as you ought."

Then too, the Educational Policies Commission has stated:

"Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority."

This whole discussion of privileges vs. a corresponding duty is a real problem facing high school students. In many high schools students have been asked to write brief statements expressing what democracy means to them. Over two-thirds of the students defined democracy solely in terms of rights and liberties, without reference to the responsibilities entailed. Probably this reaction is to be expected for as Hendrick Willem Van Loon has said, "We had a Bill of Rights, but never had a Bill of Duties."

Bishop William Walter Peele once speaking to a group of Randolph-Macon College seniors used as the topic of his talk, the well-known, yet meaningful French phrase, *Noblesse Oblige*, Nobility Obligates. Both words are significant; nobility, meaning noble in character; obligates, placing responsibility rather than giving privileges. It was this thought that Bishop Peele wished to impress on that senior class, a group privileged, he felt, not because they were to be given privileges but because they could be trusted with responsibilities greater than those borne by lesser groups. Sir Roger de Coverley says: "Only men of fine parts deserve to be hanged." Those with fine cap-

¹See *School Activities*, September, 1942, page 13 and 14 for a discussion of "Why Not Develop a Bill of Duties?"

abilities who know the right and do the wrong deserve to be punished. They are the leaders; they are the influential group; they are the privileged. Therefore, theirs is the responsibility.

Students in the Elgin, Illinois, High School took this matter of a Bill of Duties seriously. Under the direction of Mr. Roscoe Cartwright, Elgin High School Students wrote and adopted the following:

ELGIN HIGH SCHOOL'S

Bill of Rights and Bill of Duties

1. Because I have the right to elect student representatives to govern school activities—

IT IS MY DUTY TO CHOOSE THESE LEADERS WISELY AND WHEN SELECTED TO COOPERATE WITH THEM.

2. Because I have the right to freedom of speech, religion, press and assembly—
IT IS MY DUTY TO ACCORD TO OTHERS THE SAME PRIVILEGES AND RIGHTS.

3. Because I have the right to obtain a free education and choose subjects suited to my interests—

IT IS MY DUTY TO MAKE THE MOST OF MY YEARS IN SCHOOL AND TO CHOOSE THOSE SUBJECTS THAT WILL BE OF THE MOST BENEFIT TO MY COUNTRY AND TO MYSELF.

4. Because I have the right to act with a reasonable amount of freedom—

IT IS MY DUTY TO CONDUCT MYSELF SO I WILL NOT INTERFERE WITH OTHERS.

5. Because I have the right to use schools or public property—

IT IS MY DUTY TO RESPECT AND CARE FOR THIS PROPERTY.

6. Because I have the right to participate in school activities—

IT IS MY DUTY TO GIVE MY BEST IN PARTICIPATING IN THESE ACTIVITIES AND TO UPHOLD THE GOOD NAME OF THE SCHOOL AT ALL TIMES.

7. Because I have the right to enjoy all of the above mentioned rights in a Democracy—

IT IS MY DUTY TO ACCEPT AND FAITHFULLY DISCHARGE MY RESPONSIBILITY IN ORDER THAT THESE RIGHTS MAY BE PRESERVED.

The need for students to think in terms

of a Bill of Duties has been emphasized here because it is always important to think in terms of our duties when ever we are asking for privileges.

One other example of a group of students thinking seriously in terms of their duties might be cited. Students in the Newport News High School, working with a faculty committee with Miss Dorothy M. Crane as chairman, developed comprehensive "Codes of Behavior."

First, this committee pointed out that "good manners are based on:

(a) Consideration of Others

(b) Thoughtfulness

(c) Simplicity and sincerity."

The remaining eleven pages of the "Codes of Behavior" contain specific suggestions relative to student responsibilities at school, concerts, plays, on trips, in buses, stores, movies, and at church. There are at least two significant things about the Newport News "Codes of Behavior."

First, students had a very active part in developing them. That is to say, they were not handed to them by the administration.

Second, the Newport News "Codes of Behavior" outline in an interesting way many of the responsibilities and duties that youth should assume *now*—not five years in the future."

In many student discussion groups, there appears to be much confusion over just what one means by senior privileges: moreover, there are some who confuse privileges with senior opportunities. In many secondary schools, seniors, and only seniors, may serve as student council president, or be a member of the year-book staff or on the staff of the school paper. To limit many of these positions of leadership to seniors is considered to be a democratic practice. These positions offer to seniors an opportunity to provide real leadership. These opportunities carry with them definite responsibilities.

Some seniors, however, think of senior privileges in terms of being released from school routine, such as, the privilege of missing study hall or being excused from school a week before graduation. Others would even ask to be excused from examinations the last semester. This conception

(Continued on page 182)

Mimeographed copies of the Newport News "Codes of Behavior" may be secured from Lamar R. Stanley, Principal, Newport News High School, Newport News, Virginia.

EXIT: Feature Shortage

ENTER: Feature Surplus

ONCE in a long, long time a feature editor or sports editor stages a revolution. He junks the stereotyped columns and articles he's been running. He flouts the stale traditions of his page and starts all over with a clean slate.

What's the cause of this madness? Perhaps a content analysis shows that his page is unbalanced. Maybe a readership survey proves that students aren't reading his stuff. But more often he goes to a school press conference and gets religion.

Yes, he finds out that his feature page isn't the only bright spot in teen-agers lives. In fact they skip the exchanges, snort at the trivia, and complain about the dullness of the senior who's who. Moreover, those who believe in malice toward none deplore the work of the peephole peddler.

Well, the sports editor sometimes gets a rude awakening too. Usually it occurs between seasons. There's a lull sometimes when not much of interest is happening. Maybe advertising is lean about the same time, so he fills his page with tripe.

Suppose the feature means business; what can he do? True, he can devise a feature calendar. He can plan ahead. He can provide for an ice box—a supply of features ready to run in case of emergency.

Such a blueprint is beautiful in theory, but the practice bothers him. Actually, however, he needn't worry. He can have a surplus instead of shortage of features if he explores the possibilities in outdoor features. And the sports editor with imagination will find that he never can use all the good ideas.

Consider the site upon which your school was built. What was it fifty years ago—farm or a forest? What happened to it before the school building was constructed? Is the site better looking or worse because the school was built?

Ask your geology teacher to tell you about the soil and rocks on the school ground. Maybe he will tell you that the glaciers slid over what is now the football field. Or perhaps the hill upon which

KATHRYN R. CAMPBELL

Judge

Quill and Scroll Critical Service

LAURENCE R. CAMPBELL

Professor of Journalism

University of Oregon, Eugene, Oregon

the school stands a million years ago was in a swamp.

What's under the school building? There may be a deserted mine shaft or a railroad tunnel. Maybe the Indians buried their dead there and with them various weapons. Perhaps an unsung Captain Kidd is said to have left a treasure.

To be sure, features of this type need not be limited to the site of the school. Geological curiosities or wonders nearby may be discussed. Perhaps petrified wood is found west of town or there's an unusual cave up north.

Poems have been written about trees, and so have feature articles. How many are there on the campus? What are the varieties? Which is the oldest? Which is the most unusual? Who planted them? How often are they pruned? How are they protected from insects? What is their value? Do students or teachers have a sentimental attachment for one or more of them?

Suppose the school grounds are treeless. There's a chance to start an editorial campaign—and before Arbor Day.

If your campus has flowers, they may be a source of features. Find out whether the state flower grows on the school grounds. The questions asked with reference to trees may be asked in regard to flowers.

Your botany teacher may tell you a lot about the wildflowers in your region. He even may give you their latin names. Flowers have played an important roll in fashion, commerce, and history.

If your school is situated in an agricultural area, a 4H expert may tell about unusual crops. Sometimes the Future Farmers conduct experiments that deserve feature treatment. The field trips and student collections may inspire other short features.

Outdoor feature writers need not be grounded; they can take to the air. This means that the bird life on the campus or near it may provide an occasional feature. Find out what birds live on or near the school, when they migrate, how they are protected, what they eat, and the unusual things they do. There are bird clubs in some schools from which needed facts may be gathered.

Well, the feature editor certainly should not transform his page into a nature department. What he can do, however, is to sandwich in some outdoor features along with the historical, biographical, utility, and seasonal articles. These ideas can be developed effectively. The ideas are good; it's up to the writer to make the features good.

What about the sports editor? Well, occasionally he needs a sports feature before a season opens or between seasons. Then, too, unless he is afflicted with columnitis, he may want to introduce an occasional new idea on his page. If so, he won't have any trouble, if he uses his imagination.

If your school is situated near a lake, it may have a lake serpent like that of Loch Ness. Perhaps Paul Bunyan roamed over it, pursuing a dragon or buffalo.

What about students' pets? There may be none like Raffles, but a horse, dog, cat, parrot, or the like may make a feature. So can the nature photographers, the butterfly collectors, and so on. An interview with a keeper at the zoo or a trainer in the circus makes a good feature. How many students have the names of birds, flowers, trees or the like? For example, Myrtle Pine who lives on Wolf Street. Sometimes current books or movies feature animals—and should be reviewed.

Consider these possibilities with reference to major or minor sports:

1. History of the sport—baseball, for example—in the school.
2. Participation in sport by students, alumni, faculty, or others in the community.
3. School's record, trophies, songs, yells, colors, and traditions—and their origin.
4. Comparison of records of teams of today and yesterday—types of play, statistical data, conditions, and so on.
5. Explain the changes in rules, the work of the officials, the types of strategy, the techniques of coaching.
6. Describe unusual happenings in

games, freak plays, strange coincidences, and upsets.

Why not go behind the scenes of any high school sport and find out what has to be done to make a season a success?

1. The history and upkeep of the playing area—the field or the gymnasium.
2. The care and cost of the equipment, clothing, and other facilities.
3. The cost of cleaning uniforms, replacing them, and the like, and how they are checked in and out.
4. The problems of team travel.
5. The work of the team manager.
6. Selection of the team mascot.
7. Superstitions of players.

Consider also what goes on at a game besides the game. What is the average attendance? Which sport pays the most? Do spectators gain weight as the players lose it? How many ice cream cones and hot dogs are sold? Do cheerleaders catch cold? Does the band like to play at games?

Some of these ideas, of course, need not be used in articles. They may be used in a short sports quiz or a special contest. In some instances they may inspire photographs or cartoons.

Obviously these and other ideas may be used in developing features about women's sports. The girls certainly should not be given just an occasional two or three column inches. And if there's no sports activity among the girls now, why not start an editorial campaign?

High school newspaper staffs should develop idea files in which they list suggested features. Not all of these ideas, of course, should concern either the outdoors or athletics. Yet alert student journalists interested in the outdoors or athletics never need complain of an idea famine. Proof of that is to be found in the fact that only a few of the possibilities have been presented here.

Senior Privileges vs. Senior Duties

(Continued from page 180)

of senior privileges raises some important questions.

First, is the granting of senior privileges a democratic practice?

Second, does it contribute to the education of seniors?

Third, does the granting of senior privileges contribute to the making of a better school?

The answers seem to be No! No! No! What do you think?

"B. O. W. S." at Marygrove

"Your choice of 'The Barretts of Wimpole Street' as the play for your annual school production seems to have been a wise one, indeed," exclaimed Miss Katharine Cornell backstage recently at Detroit's Cass Theatre. "Schools are always following a sound policy in presenting plays that not only have box-office appeal but that are good dramatic literature as well."

This statement of dramatic philosophy from the all-time Elizabeth Barrett Browning was given just after she had completed an exacting performance of "The Barretts" on-stage. She had returned to her dressing room to receive members of the college cast and dramatic directors of Marygrove College who had come to "compare performances".

Climaxing the long weeks of rehearsal and final presentation of the story of England's two famous poets, this statement from Miss Cornell more than ever showed the collegiate dramatists the value of having performed such an excellent play for the school's audience.

Miss Cornell's appearance at the Cass Theatre was approximately the 1,000th time she had performed the role of Elizabeth Barrett Browning since first appearing in it back in 1931.

As she talked, Miss Cornell told how the American - Theatre Wing had approached her in 1944 with the idea of offering a full length play for the entertainment of American and allied troops overseas during World War II.

At first, she found herself in the same predicament that faces every school dramatic director either once or twice a year, namely, what play to perform? She needed one that would entertain but that would also be worthy of presentation. Finally, Miss Cornell hit upon the idea of presenting the play that had brought her the greatest fame—"The Barretts of Wimpole Street".

Her friends, however, warned against reviving this particular vehicle for the G. I.'s, as they felt it would not be appreciated by men who had seen the horrors of war. However, Miss Cornell's firm belief in Rudolf Besier's work as good dramatic literature prompted her to present the play despite all resistance.

How wise a choice that was had been proved by the enthusiastic reception with

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which the soldiers greeted performances of "The Barretts" wherever it was played in Italy, France, and the Netherlands.

Miss Cornell then made a strong point to the collegiate dramatists, namely, that her overseas' experiment had shown her that any type of audience will respond favorably to a good play, well-acted. To illustrate her point she related her experience with the play in one particular situation during the war.

Arriving late for one performance, Miss Cornell and her company found that the stage they were to perform on was not only extremely small, but had three levels which were illuminated by only two small electric lights. In addition, the properties and costumes had not arrived, and the cast would have to play in their uniforms, if at all. Since the play was a costume piece, this seemed catastrophic. Accepting the challenge, however, Miss Cornell related how her famous producer-husband, Guthrie McClintic went on-stage before the troops, explained the situation, and then acted as a narrator to set the scene on a bare stage.

The curtains then parted and the play went on without benefit of scenery and costumed in G. I. clothing. As the play developed, Mr. McClintic supplied verbal explanations of the scene, and his "chorus" work was rewarded, as well as the entire presentation, with one of the finest ovations the company received anywhere overseas.

"The important thing," said Miss Cornell, "was that even under the seemingly impossible handicaps of putting on a play under battle conditions, a costume piece can be completely enjoyed by an audience if there is a mutual exchange between actors and witnesses. Most important, however, is the fact that the play being performed must be good theatre, both dramatically and from a literary point of view. To present anything but the finest, whether it be in a school production or a professional play, is merely wasting the time of all concerned."

Having just experienced a practical application of this philosophy from their Marygrove production, the collegiate dramatists could mentally murmur a fervent "Amen" to Miss Cornell's last statement.

For choosing "The Barretts of Wimpole Street", or "B. O. W. S." as it came to be known, as a vehicle for production at this particular college had not been an easy decision to make. Located in a residential section in Northwest Detroit, Marygrove College has a student body of 800 girls.

In all of its forty-two year history, Marygrove had presented plays with all girl casts. It had now reached the point where there were no more suitable plays of this type left to be performed.

Therefore, the decision to use men in the cast of the next play presented was made. This is the same decision that must eventually be made by all schools, secondary and collegiate, whose student bodies are composed exclusively of boys or girls, and who seek to maintain high standards of dramatic presentation. Otherwise, such schools must present inferior types of drama written for all-male or all-female casts.

Next, the problem of obtaining the male actors had to be solved. Feeling that community resources should be utilized wherever available, Marygrove turned to a local dramatic group for its male thespians. This group was the Catholic Theatre of Detroit.

Catholic Theatre is an amateur group of actors composed of students, business and professional people, factory and office workers, and others who under the auspices of the Archdiocese of Detroit had banded together to present a yearly series of plays at Detroit's Institute of Arts Auditorium. Some of the Catholic Theatre people had had professional experience, but most of them were theatre loving amateurs who performed plays out of a sincere love of drama.

The location of a source of male actors was but the first step in preparing the play for production. Like most professional plays, "The Barretts" was a play in which male roles predominated. However, Marygrove was a girls' school and skillful editing of the text was necessary to maintain a favorable balance between male and female roles. This was done by eliminating several unnecessary male roles and changing one or two others to sisters instead of

brothers. Naturally, the major male roles were left intact. These changes did not change the dramatic continuity of the play, since Mr. Besier had written them into the play only so to create Victorian atmosphere and not to further the plot development.

Originally a five act play, "The Barretts" readily lent itself to editing to three acts, which considerably speeded up the dramatic action. In addition, these three acts contained several scenes each which could be rehearsed separately thus solving the problem of adapting the rehearsal schedule to students in school and guest actors employed during the day.

In order to establish a unified point of view with the cast in regard to the early Victorian period called for in the play, it was necessary for the directors to present a series of short, informal talks on the background, dress, manners, customs, and history of this particular period. These lectures did much to correlate the thinking of the girl students with the male actors in reaching the common objective of presenting an accurate interpretation of the Victorian period.

Research on the part of the director and talks or lectures based on that research are a "must" in the presentation of a period drama.

Inasmuch as "B. O. W. S." also has a major role to be enacted by a canine, it was necessary to obtain a Cocker Spaniel to play the part of Flush, Elizabeth's dog. Obviously this could have been a major stumbling block because trained dogs are not always available. Fortunately, however, appeals to the student body uncovered a pet Cocker owned by a Journalism major who had trained the dog for the obedience ring. A better trained animal has rarely been seen on any dramatic stage.

Again, the Marygrove experience showed that even such problems of production as those involving animals can usually be solved by a director willing to make full use of all the resources at hand. In the present case, this was the willingness to use a trained animal owned by a student who was not originally in the play as cast.

Finally, after seven weeks of intensive rehearsal, "B. O. W. S." was presented. At Marygrove, as at many schools, the major dramatic offering of the year also has a dominant underlying motive, the securing of funds for the college's scholar-

ship fund. After two matinee performances for high school students in the Detroit area, the play was presented for adult audiences on Friday, Saturday, Sunday and Monday evenings.

One other decision faced the directors before the final performance, however, and that was the matter of an extra presentation for a group outside the school. The American Red Cross requested that the cast give the play for the old people at the Bertha M. Fisher Home for the Aged, Southfield and Outer Drive, Detroit, at a special Saturday matinee.

Realizing that the students and male actors had been under an intensive physical and mental strain after the long weeks of rehearsal and final presentation, the directors hesitated to arbitrarily order the cast to give this extra performance. Therefore, the idea of an extra performance was put up to vote of the cast, who unanimously voted for the extra matinee.

Playing before an audience whose average age was 70 years, the cast experienced that thrill that can only come when playing before a group to whom such a performance is a major event. These wonderful old people had not seen a dramatic presentation in several years and the heartfelt appreciation they showed for this performance will be remembered by the cast and directors for years to come.

Playing in the basement of the home, with little furniture and properties, although costume and make-up were employed, the Marygrove cast had a chance to experience Miss Cornell's thrill when she performed under somewhat similar circumstances overseas.

Marygrove's experience in putting on "The Barretts of Wimpole Street" left the directors with the following conclusions that may be of value to other dramatic directors on the elementary, secondary, or collegiate levels.

1. Always put on the best play available regardless of the previous dramatic training of the students to perform it because a good play serves as an inspiration stimulating actors to their best efforts.

2. Do not be afraid to adapt the play finally chosen for presentation to fit the specific needs of the school. Edit and change to fit particular circumstances.

3. Invite community participation wherever possible. Do not hesitate to make

use of all dramatic resources available in a particular community.

4. Take enough time for rehearsal so as to present the actors at their best. Do not be afraid of intensive rehearsals even if it means breaking the play down into individual scenes.

5. Establish a unified point of view with the cast in regard to the play. Do not hesitate to conduct original research into the background of the play and to pass this on to the student actors in a series of talks or lectures.

6. If at all possible, compare the school production with a professional version of the same production.

A New Approach To a Sing Program

EDNA L. KLAGES

*Dean, Long Beach High School
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MOST young people love to sing but they will welcome novelty in the old-time sing program. In order to arouse interest we used a novel approach which engendered student participation both before and during the actual presentation of the program.

Two weeks before the scheduled assembly, each homeroom was asked to vote in class for (1) its favorite popular number (2) its favorite old-time or folk song (3) its favorite classical selection. It was announced that the selections would be used as a basis for selecting numbers for this and for future musical assemblies. A soloist introduced the vocal numbers, then the light dimmed and words were flashed on the screen. Slides had been previously prepared with words of the songs typed on them. (Materials may be procured from the Keystone Co. in Meadville, Pa.) Novelty may be introduced by costuming the soloists if so desired. For classical numbers, soloists as well as good recordings (provided the amplification system is adequate) may be used.

We recommend this type of program because it provides an excellent opportunity for presenting different types of music, it engenders group participation both before and during the program, and it affords an opportunity for talented students to perform before an audience.

Co-ed Volleyball

MARJORIE R. PETTENGILL
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Jamesburg High School
Jamesburg, New Jersey*

THERE should be more opportunity for boys and girls to play games together. School should be a preparation for living with others, but often men and women have no common leisure-time activities. A mixed-doubles ping pong tournament had been considered in our school, but by the time the regularly scheduled singles and doubles tournament sponsored by the Girls Athletic Association, had been completed, there wasn't time.

During the first games of the G. A. A. Volleyball season I overheard (as teachers so often do) some of the boys commenting on the girls' skill. One boy said "Gee, some of those girls aren't bad." That, from a high school boy is high praise. A little bell rang in my head, and something said "This is the opportunity you have been wanting."

In my Monday afternoon Physical Education classes, and again on Tuesday, I was able to announce that there would be a homeroom volleyball tournament, with teams to be composed of four boys and four girls from each room. By Wednesday, ten of the eleven homerooms had responded, most teams having several substitutes. Also, twenty girls volunteered to act as officials—score keepers, time keepers, and as linesmen. One girl asked if she could ditto the team schedule and remind the teams that were to play each day. On the morning notice, circulated throughout the school, appeared this announcement: "Something new has been added to J. H. S. Sports Program. Come to the First Co-Ed Volleyball Game—Room 22 vs. 24; Room 20 vs. 23". The tournament was spread over a two-weeks period. Two games were played each time, with the semi-finals and finals in the second week. The games were played during the lunch period, starting at 12:30. They were twenty minutes long; two ten-minute halves, changing sides at the half, so each side had the same advantages as to light. Two Senior homerooms, one Junior homeroom, and one Sophomore homeroom were chosen to play the first games, since it is always easy to have Freshman try something new. Since the

idea came from the girls, the boys elected girl captains of each team. It was interesting to see the 5 ft., 1 in. Senior girl captain placing the varsity basketball players where she wanted them.

The baseball coach had to cancel a noon-time conference because so many of his players asked to be excused to play volleyball. The Latin teacher was pleaded with to put off a make-up test to the following day because the team so desperately needed a particular player. Town youngsters brought their lunch so they wouldn't have to run home and back in order to be on time. Some homerooms even had cheerleaders. The final game was one between Junior and Sophomore teams—the Juniors winning an exciting game, 25 to 20.

If you could see the boys encouraging the girls as they serve and watch the girls "setting them up" so the boys could "kill" the ball, you would agree with me that there is nothing like such a game to bring out some of the best qualities in our young people.

What better proof of success can one have than the oft-raised question, "Can we do this again next year?"

A Club for Newcomers

KATHLEEN HEMRY
*Instructor,
Natrona County High School
Casper, Wyoming*

WERE you ever a newcomer—a stranger—a lonely soul—in a strange, new, indifferent crowd? A new child in the elementary school may not be welcomed cordially but he, at least, is not ignored. But what can be compared to the loneliness of a shy adolescent entering a new high school? Being ignored by careless and indifferent classmates leaves a vacuum in the soul more painful than active antagonism.

Hundreds — thousands — of boys and girls of high-school age are transferring every year from one place to another. How many schools have any definite plan to help these up-rooted youngsters make a happy social adjustment? We transfer their "credits" and "grades" but do little if anything to help them to make a happy emotional transfer. Pupils entering small high schools may have little trouble in making friends and becoming part of the crowd, but those entering the larger

schools find activities already organized, club memberships closed, friends already made. To some this social problem seems a crushing load. Perhaps other schools can help to alleviate this situation as the Casper, Wyoming, high school has.

It's fun to be a newcomer in N. C. H. S! The high school in Casper has a Newcomers Club. It is a large club because graduates from the county's rural schools attend high school here and because many families are transferred here by the oil companies. A growing community has many newcomers.

All new pupils are invited to attend the first meeting of the club early in September to elect officers and to plan a get-acquainted picnic. In October, there is a costume Halloween party. November is the month of the Newcomers Dance, with the girls making the programs as practice before the school's Foot-Ball Ball, a girl-host affair. Guests are invited to this party, but the Christmas party is for Newcomers only. In January, there is a swimming party, with substantial refreshments served afterwards. Then there are Valentine parties, theater parties, roller-skating parties, and a final picnic. Late in the school year it is difficult to distinguish "newcomers" in the crowd.

All this sounds expensive? It is but it doesn't cost the members a cent. They earn their money—and have fun doing it. They have the concessions at some of the football games, sponsor mixer dances, sell pencils with foot-ball and basket-ball schedules printed on them, sell pennants and badges before games, sell Christmas cards, take orders for personalized pencils and stationary. One year they made over \$100.00 taking magazine subscriptions. Last year, besides paying for all their parties, they bought card tables and games and also donated a large mirror to the Girls' League Room. And they have a sizable savings account to help furnish a game room if and when the building program supplies one.

One of their most serious problems is a place for parties, but by utilizing the city park, the high-school basement, the sewing room, the swimming pool, the Junior-College lounge, the roller-skating rink, and the sponsor's residence, they manage. Every year the club adds at least \$100.00 to the account for furnishing the hoped-for club room.

Having a job to do is one of the best psy-

chological and emotional adjusters. Feeling welcomed as one of a group really helps when one is young and alone in a large indifferent crowd. The H. S. Newcomers Club really helps!

(If you wish to have suggestions about the formation of a newcomers' club in your school, write to the sponsor of the N. C. H. S. Newcomers Club, Kathleen Hemry, 10th and Elm, Casper, Wyoming.)

An American Brotherhood Assembly

MILDRED SWAFFORD BOYINGTON
Assembly Program Coordinator
Roosevelt High School
Portland, Oregon

TO ORGANIZE an assembly at Roosevelt High School. (Portland) is fun—but it also is a problem! Our high school has met and faced many new problems in the past five years. Perhaps, our most outstanding achievement has been the assimilation of almost a thousand students whose parents were attracted to this area by newly established industries. Many of those students represent new races, new ideals, and new cultures. These students have remained with us in a building that was built to house less than half of its present population. Consequently every available space is used all day long. That means that the auditorium is constantly in use. Realizing this, our principal, Mr. Harold A. York, has worked out a system with a Program Coordinator who tries to use all the available student body talent in the weekly programs that are presented throughout the school year. Incidentally, the system works, too!

Our aims for the Brotherhood Assembly, presented during National Brotherhood Week, February 17-21 of last year, were to work in behalf of the democratic ideals, to promote racial tolerances, and to develop awareness of racial cultures.

We also agreed that we would change our point of view. Instead of preaching, we would "point up" the cultures of the heterogeneous population in our school. We reasoned that too often Americans are prone to take for granted that our culture is superior to any of those with whom we are associated—if we could make our "natives" as eager to learn from newcomers

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A School Meets Recreational Needs of Youth

DURING the winter of 1942-43, a committee of citizens appointed by the Observatory Community Council conducted a survey to ascertain what recreational opportunities were available for young people of the Perry High School district. This survey showed that the children of the elementary-school age belonged to Scout Troops and to Girl Reserves. However, for the adolescent group of the high school, two movie houses and the corner drugstores were the only places where these young people might spend evenings.

In order to find some solution to this problem, a small group of citizens representing the various civic and religious organizations of the community met at the high school with the principal and the director of activities. At this meeting a Citizens Group was organized, with Mr. and Mrs. X as co-chairmen. A short time later, six student leaders (boys and girls) of the high school met with the adult sponsors to discuss and formulate plans for a recreational program for the summer months. This group decided that an old merry-go-round in a neighboring public park could be used for open air dancing. These dances were held once every two weeks and were sponsored by parents and members of the advisory group. The popularity and success of this summer activity proved that a similar program might be continued through the winter months if a suitable building were available.

The Pittsburgh Board of Education granted the committee the use of an abandoned three-room elementary school building known as the Milroy School. By weeks and months of cleaning, decorating, and furnishing the old school rooms, they were converted into attractive club rooms, under the name of "Milroy House." Milroy House was open to the public in October.

THE PROGRAM

Two clubs were organized, one for the girls whose motto is "Helping Others While Helping Ourselves," and one for the boys whose purpose is, "To Create, Maintain, and Extend Throughout the Community High Ideals of Christian Character." The girl's club took the name of the "Perry Teens" and the boys formed the "Hi-Y." Membership is open to all Perry High School students, grades 9B-12A. Application for membership is made through

MARY L. KENWILL

*Director of Activities
Perry High School
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the high school at the beginning of each semester. Dues are assessed at one dollar a year.

The boys hold their meetings every Tuesday from 7:00 to 10:30 P. M. There are speakers three times a month and movies the fourth week. Pool, ping-pong, and other games are also available. Cards are not permitted. The girls meet every Thursday from 8:00 to 10:00 P. M. The first three evenings of the month, arts and crafts classes and personality discussion groups meet under adult guidance. During the fourth week of each month, a business meeting is held. Speakers bring messages of interest to adolescent girls.

On Friday the two clubs meet together from 8:00 to 11:00 P. M. for a social evening, at which time members engage in dancing or participate in games.

Each year two public programs are given by the combined groups. A Candlelight Service is held the Sunday before Christmas in a neighboring church at the hour that does not interfere with the regular church services of the community. The presidents of each club preside, and a minister brings a Christmas message. The High School A Capella Choir renders a program of Christmas carols. On Christmas Eve the members are divided into groups and go caroling.

The Hi-Y Boys sponsor a three-day devotional service during the Lenten season. These services are held in the school auditorium from 8:00 to 8:30 in the morning. Attendance is voluntary, and the invitation is extended to the entire student body and faculty. Attendance at these services has averaged from 100 the first morning to 400 and 500 the last day.

The clubs elect their own officers and have drawn up separate by-laws, but have adopted the same regulations concerning the use of Milroy House.

FINANCING AND ADMINISTERING

THE PROGRAM

Money is needed to finance any youth center. The first year, expenses were met by private contributions from the parents

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Learning Journalism by Doing It

MUCH has been said and written about untrained journalism teachers who become advisers of school publications. Without any previous experience as a teacher of high school journalism, two years ago I became the adviser of the paper in a school of 1600 students. Our system was affected by the shortage of teachers, particularly in special fields. A record, in the superintendent's office, of my experience as a reporter for one year on a city newspaper and a year and a half as proofreader for a large printing plant led to my conversion from a trained history teacher to a journalism director. After two years of "learning by doing" I am anxious to continue in my adopted field. It is a field in which one's efforts do bear fruit.

I lacked not only experience when I began. There were just fourteen students in the school who had had instruction and experience in editing a school paper. Nineteen students were inveigled into enrolling in a beginning journalism class. We shared a classroom with an English teacher. We used the room three periods a day and after school. We had two temperamental typewriters. We had ten copies of a new handbook for high school journalists and a complete set of a textbook copyrighted in 1927. We rapidly came to the conclusion we had better gather materials for our own "textbook" as there were no funds to purchase regular texts.

Our job was to publish a bi-weekly paper which was distributed to all students who purchased activity cards. The activity fund allotted us nine hundred dollars for the year. The difference between that and our publishing costs (\$70 per issue in 1945-46 and \$88.75 in 1946-47) was to be made up by selling advertising in our paper. The students and I shared a cooperative spirit and interest in publishing the school's paper unequalled in any other classes I had conducted. We went to work.

I began an extensive search for good journalism textbooks from which I could gain a knowledge of what should be taught in the journalism department. Many hours of study and preparation enabled me to keep one lesson ahead of my beginning class. Meanwhile we managed to

MRS. ELLEN PEAREY
North High School,
Omaha, Nebraska

circulate a paper every two weeks which won for us a First Class Honor Rating in the National Scholastic Press Association.

While attending night school I used the library facilities of a local university and made out a syllabus of 18 units which I thought would present the techniques necessary for editing a high school paper. They included The Modern Newspaper, What is News?, Sources of News, Journalistic Style, Structure of a News Story, Copyreading, Speeches, Interviews, Sports, The Feature Story, Stories of Future Events, Criticisms and Reviews, Special Stories, Columns, Editorials, Editorial Features, Type and Paper, Headlines, Make-up and Proof, Style Book, and Management. These units have been continuously revised in the past two years to include only that which was of value to the students. Lecture and demonstrate—that was my method. A capable exchange editor gathered examples of the best in high school journalism, which we used constantly in demonstrations.

Our "textbook" slowly took form. Into a large black note book went the 18 units. Clippings from other high school papers were pasted in the note book to illustrate the units. Membership in the NSPA brought us the "Helps"—profitable articles pertaining to all phases of our work, and helpful criticisms. All went into the note book which became not only our textbook but a reference library for many problems. Subscriptions to *Quill and Scroll* and the *School Press Review* provided more ideas and instruction. Magazines and newspapers were read with an eye for information that we could use and add to our "textbook". One which I remember as most interesting and valuable was a complete account published in our city paper of the manufacture of newsprint—a serious shortage of newsprint existed at the time.

By mid-year, we had prepared materials which would see us through the year. The new beginning class would be required to make a scrapbook and use two periods each week as a laboratory. The mimeo-

graph worked overtime. Sheets with thirty basic requirements for the scrapbook were prepared. A four page leaflet on Rules of Style was mimeographed, and every advance and beginning student had a copy. A two-page glossary of journalism terms was compiled. Copyreading and proofreading symbols and their uses were cut into a stencil. Copies of all were placed in the black note book "textbook".

During that first year, we also published two senior classbooks. Four students contributed weekly to the school page of the city's newspaper. Many entered journalism contests; some won recognition. A series of visits through the city newspaper was inaugurated. Competition was keen, as there were two All-American school papers in the city, and we had only a First Class one.

Further revisions of the 18 units continued during the second year I served as the journalism instructor. Over sixty students studied journalism. One student was named a Silver Key Journalist by the State University, which made forty such awards in the state on a competitive basis. The school administrators gave us an office and classroom of our own. We acquired four good typewriters. Four students built a morgue from issues of the past two years. It was small but a good beginning. Ideas continued to be gathered from our exchanges to go into an "Idea" scrapbook or into the "textbook" as examples. The "textbook" was fat, growing and up-to-the-minute in the field of journalism. The paper still remained in the First Class Honor Rating group, but the students were determined that the next year would see their paper among the All-Americans. By this time the paper's make-up had been completely streamlined. For the first time in fifteen years, the school had a yearbook instead of merely senior class books. Yes, the journalism students worked, and their rewards came in recognition of the service that they had performed for their school and fellow students, and in the knowledge and experience they had acquired.

The issues of the paper were bound, unpaid bills collected, a new staff selected, and the "textbook" brought up-to-date before school closed for the second summer. All was in readiness for the opening of the 1947-8 school year. Two years of "learning by doing" had done much for the students and for me. We are agreed that

a real textbook will have to be very good in every detail before we'll buy it and cast aside our own. It's always on my desk for all to use. It can grow and change with us, and with trends in high school journalism.

Oh yes, I still teach sophomore history and I seek to encourage my best history students to enroll in their junior year in our journalism department. I also made an attempt to "get 'em young" this past year. The freshman adjustment class teachers permitted me to take one of their periods to explain the intricacies of the school paper to the freshmen. I will not know how successful my sales talks were, for several years, but I intend to continue them.

For a teacher seeking a real challenge to her ability and work which brings real rewards in service and recognition I recommend a try in the field of journalism—even without previous experience and with limitations in facilities.

Taking Stock Of Ourselves in Assembly

EDNA L. KLAGES, DEAN
Long Beach High School
Long Beach, N. Y.

EVEN in high schools, "There's good and bad in the best of us". With this idea in mind, an amusing and stimulating program was given at Long Beach High School in Long Beach, New York, which served two purposes: We highlighted some of the glaring faults common to most student bodies, and we also presented some of the aspects of our school situations in which we could rightfully take pride. The aim was self-evaluation.

All schools have within their environs those "characters" who deface desks, stuff lockers, chew gum, strew papers and sundries in the lavatories, and indulge in other annoying performances. We decided to bring these "characters" to life. The Art Department co-operated by making caricatures of these strange creatures on glass slides such as are used in stereopticon machines, and which may be procured from supply houses that sell the materials to schools. We used ten slides, each of which depicted such characters as Chew-

Chew, Baby, Lavatory-Bird of Paradise, Fountain Drip, etc.

A "famous lecturer, Professor Pathe who sees and knows all", was introduced to the audience and launched into his lecture on the subject of "Strange Animals of the Classroom". Lights dimmed, the clicker clicked, and he was off. The speeches were quite humorous, so the criticism was a little easier to take. A student committee wrote the lines, and the members had a lot of fun doing the job. For example, one of the discourses about the "Bobby-Sox Bird of Paradise" characterized her as "a rare female specimen which never ceases to baffle us with her queer behavior. This creature paints the contours of her face with meticulous care, but sheds her plumage in the form of lipstick marks which she leaves on everything she uses, hair which she strews on the floor, and powder with which she besprinkles the basin. One of her strangest habits is that of using innumerable paper towels to wipe off the make-up she has taken hours to put on. We do not have to concern ourselves with the extermination of this nuisance for the janitor assures us that once captured, he will see to her demise personally". Other speeches were delivered in like vein.

Now for the "punch" which also served to soften the criticism leveled at offenders. As the lecturer was about to launch into another of his vivid descriptions, the president of the G.O. (by pre-arrangement) arose from his place in the auditorium, called for "Lights" and strode vehemently to the platform. He voiced his objections to the lecture saying that an audience viewing this program would most certainly get a false impression of the student body of his high school. Altho, he had to admit that many of these strange animals lived among us, he mentioned that they are actually in the minority. Thereupon, there followed another pre-arranged part of the program, during which leaders and representatives of the various school organizations arose from points in the auditorium and spoke in defense of their organizations, telling of the activities and accomplishments of their own particular group. This part of the program was made more effective by the use of a follow-up spotlight which traveled around the auditorium and selected from the audience those representatives who were to speak.

As a conclusion, the president of the

G.O. summarized by saying that the procedures of the morning could not fail to impress the audience with several ideas, namely: "It is important that we strive to create true impressions since unfavorable ones are so easily formed by an onlooker. Why? Because poor behavior stands out so clearly that it results in unfavorable criticism of the majority even though the offenders may be in the minority. Each individual, good or bad, is an integral part of the group to which he or she belongs. It is up to each student to make the school a better place for himself and his fellow-students.

An American Brotherhood Assembly

(Continued from page 187)

as they are to learn from us—our Brotherhood Assembly would be a success.

Accordingly, our mixed chorus opened the program by singing "The Battle Hymn of the Republic". Next, we developed an original skit entitled "What We Have to Offer". The setting was an emigration office, with each immigrant being required to indicate to the officer in charge why he wished to come to America and what he had to offer. To add comedy, the repartee was suggested to us by the names of the characters in Kate Douglas Wiggin's "Mrs. Wiggs of the Cabbage Patch." At the port of entry, there is a peasant family that has lost one of its younger members. This family is avidly interested in the approach of each newcomer. Here is where we worked in our different talents—an original poem by a colored girl, an accordion duet representing Italy, a piano rendition of the Warsaw Concerto for Austria, a violin solo for Russia, a painter for France, and the climax came with an interview by a newspaper reporter with the famous Hebrew dramatist, Molnar.

The third phase of the program was carried by a colored boy speaking on the subject "Race Prejudices". George brought to his audience first-hand anecdotes, whereas a white speaker would have been immediately labeled a "preacher".

The program ended with the entire student body singing "God Bless America."

By inculcating mutual respect for mutual cultures, we are proud to say that our student body is gradually becoming harmonious and cognizant of the ideals of democracy.

ASSEMBLY PROGRAMS

for MARCH

The general pattern of this department in presenting material on assembly programs and their administration consists of three steps. First, as a sort of introduction, a specific idea which might prove suggestive, stimulating, or thought provoking is explained. Second, suggestions and illustrations are given for a program suitable for presentation each week in the month. Last, an article of general information or one which elaborates on some idea or project related to assembly work serves as the conclusion.

First place this month goes to an article entitled "An Organization for the Improvement of Our Assemblies," submitted by Harriette Low, Student Body President, Girls' High School, Atlanta, Georgia. The article follows:

At Girls' High School, Atlanta, Georgia, there is a group known as the Assembly Representatives, which is composed of the student body president and one student from each homeroom. The purpose of this organization is to produce a connection between the student body and those who plan the assemblies. In this way we are able to receive suggestions and ideas from all girls as to the type of programs they desire. This group also carries the assembly announcements to the various classes and is responsible for discipline during programs.

The representatives are admitted to office in a beautiful candlelight ceremony, at which they are presented with armbands, a symbol of their authority. The president of the student body, who usually presides at all assemblies, is chairman of the group. The other officers elected by the representatives include a secretary and a board composed of six members.

The Assembly Representatives meet once a week to discuss the past and the future program. Also at this time the girls volunteer (or are appointed) for various duties—the chief duty is to receive their post assignments for the next regular program. A small but necessary task is to decorate the assembly room and arrange the stage. A responsibility of the group is to see that all conditions are satisfactory for promoting general enjoyment of the programs.

During most weeks of the year, two assemblies are held; one on Tuesday, which is sponsored by the various clubs and activities, and another on Friday, which is planned by the Assembly Representatives and the faculty sponsor.

Another important activity of the group is to plan and put up a bulletin-board which advertises the assembly program. This bulletin-board is conspicuously placed in the lobby and exhibits are planned carefully. It attempts to give both a preview of coming programs and a follow-up

C. C. HARVEY

Salem Public Schools
Salem, Oregon

of past attractions. If pictures are made when there is an unusual program, they are posted on the bulletin-board.

Once a semester we present a program on assembly conduct. This program, though humorous, carries a deep meaning in its theme of correct behavior and consideration for others. Another highlight on the assembly calendar is the freshman program, at which the Assembly Representatives attempt to present in an interesting fashion to the new students, the importance of extra-curricular activities. The entire program is planned, written, and presented by the representatives. Often as many as two-hundred students participate in the program.

The group known as the Assembly Representatives serves the same purpose as an assembly committee, but in addition it is a leading activity group. Its work has made the assembly an important phase, if not the most important part, of the life of the school.

PROGRAM SUGGESTIONS FOR MARCH

Week of March 1-5—English Department Assembly Program

The first week in March seems an appropriate time for a program to be based on projects of the English Department. Illustrations of two kinds of programs which are a direct outgrowth of work in English classes are given below. The first, an assembly based on a project connected with the study of the play "Macbeth," was contributed by Miss Emma Fogle of the English Department of the James A. Gray High School, Winston-Salem, North Carolina. The account follows:

Each year students at our school look forward to the exhibit of Macbeth projects and the presentation of scenes from the play which are given as an assembly program by the classes in Senior English.

The last program featured the "Sleepwalking" scene, the "Duel" scene, and the "Banquet" scene from this tragedy by Shakespeare. At this assembly, the students also heard a trumpet solo, "The Soul of Macbeth," played by the boy who composed it. He was accompanied at the piano by a girl member of the class. Another boy, an accomplished violinist, recorded music that he thought suitable for several scenes. This record was played for the group.

One girl wrote the entire story in modern poetry and made a book containing the poem

and interesting illustrations. This poem was read to the assembly audience.

It is interesting to note how the pupils can apply their talents and interests in this study. On display in the auditorium were various projects on some part of the play which were undertaken by students.

Many chose art as the best way to express their ideas. In this year's class, several students drew pictures of the witches; others made pictures of Macbeth and his associates; still others used castles and other outdoor scenes as subjects for their drawings.

Displaying their interest in needlework, several girls embroidered pillows, table covers, and napkins with Shakespearean scenes. Clothes of the period were designed and dolls were dressed as characters of the play. One student who is interested in photography made pictures of those in the book, and developed, tinted, and framed them. The "Murder" scene and the "Witches" scene were portrayed by dolls in glass cases, shoe boxes, and tin pans.

Five "extras" and two seminannual newspapers were made by two students who were interested in journalism. These publications were used to tell the story as it might have been printed in newspapers of Macbeth's day.

For the literary hall of fame, the busts of Macbeth, his wife, and the other nobles were carved from wood and soap or molded from clay. Boys who study industrial arts used their skills in making their projects. Several students in woodworking made bookends and miniature furniture of the period. Several swords and helmets similar to those worn in 1040 were made by those interested in sheet metal and machine shop.

The play was modernized by several students, and a girl whose parents are Greek translated famous lines of the play into Greek. Resolved: That Lady Macbeth was responsible for the murders that her husband committed, was the proposition that was argued pro and con by those who enjoy debating.

The second illustration of an assembly program growing out of the work of the English Department is that of a spelling-bee contest. The brief account given below was contributed by Mr. Kenneth C. Skeen, Vice Principal of the Taft, California, Union High School.

One of the outstanding assembly programs of the Taft Union High School during the 1946-1947 school year was the spelling-bee contest between boy and girls teams. The program was arranged through the co-operation of the English Department. The twenty best boy spellers and twenty best girl spellers were selected on the basis of their scores on a word list compiled by a committee of teachers.

The Rotary Club awarded a permanent trophy for the boys and a permanent trophy for the girls, and the champion for each group had his and her names inscribed on one of the trophies. Individual medal awards were also made for the first six places in the spelling bee.

A great deal of publicity was given to the af-

fair, and considerable enthusiasm was aroused in the community; sufficient in fact that the program was repeated in an evening performance for the benefit of the public and the group champions were decided at that time. The morning event was then converted into a spelling-bee broadcast. Mr. Lawrence R. Pool, sponsor of the spelling bee contest plans to make it an annual event on our assembly calendar.

Week of March 8-13—Physical Education Demonstrations or Home Economics Department Program.

March is a month in which the Physical Education and Home Economics departments in many schools provide a considerable portion of the assembly programs. In past issues of *School Activities* will be found descriptions of many typical programs which have been presented by these departments. Below are illustrations of two such programs. The first, a girls' physical education program, was submitted by Mr. Henry Bailey, Principal of the Sutton, West Virginia, High School. The second, a home economics department program entitled "Night and Day" was contributed by Miss Marion Brown, Assembly Committee, William Penn Senior High School, York, Pa.

Physical Education Demonstration. The program was made up of the rhythmic unit of the girl's regular physical education training. The aim of this unit is to lead the girls to a cultural appreciation of rhythm and to give them a form of recreation that has a therapeutic as well as aesthetic value. It also develops the social qualities of courage, initiative, honesty, co-operation, and self-confidence.

After the unit was completed, the teacher organized the various parts into an assembly program. The entire program, including the costuming, was prepared without any interruption of regular classes. The program was given twice in the gymnasium—once for the high school students and a second time for the grade schools of Sutton. The numbers follow:

"Indian War Dance"—30 girls dressed with Indian head dresses
"Minuet"—40 girls dressed in evening clothes
"Nellie Gray" (Square Dance)—48 freshmen girls
"Old Dutch"—30 girls in blue Dutch caps
"Highland Fling" (Dance)—3 girls
"Shindig" (Tap Dance)—48 girls
"Cesbogar" (Hungarian Folkdance)—30 girls
"Boxing Clog"—6 girls in bathrobes and boxing gloves
"Copy Cat" (Tap Dance)—38 girls with ruffled pancake hats
"Flag Drill"—44 girls
"Rhythmic Exercises"—82 girls
"Sleigh Bells" (Folkdance)—30 girls
"Twinkle Toes" (Tap Dance)—48 girls
"Sambo" (Negro Tap Dance)—38 girls
"Dutch Couples"—48 freshmen girls
"Stunts"—38 girls
"In the Cornfield"—48 girls in Hillbilly costumes

"Country Dance"—164 girls

The value of this program is that it afforded all girls in the school an opportunity to participate, demonstrated the value of teamwork and co-operation, and led to a later program put on by the boys' physical education group.

Home Economics Department Program. An annual event at William Penn High School, York, Pa., is the fashion show. This year the production was entitled "Night and Day." Clothing tailored for all figures and budgets was modeled. The merchants of York, who are co-operating with the Home Economics and Distributive Education courses, furnished the clothing for the program. They also financed the printing of the programs which were designed by the students.

The entire assembly was student directed. The committees were composed of students who attend classes in the forenoon and work in the various stores in the afternoon. Much time was spent in preparation for the program. Each participant had to learn correct stage poise. A student committee designed the programs; another drew up the stage plans; still another committee recruited the models.

The stage was set as a garden scene, complete with benches, trellis, a hedge, and a brook. A garden set was presented for the occasion by a local furniture store. The boys and girls entered the stage from three different entrances.

The program was divided into three parts: morning wear, school, and sports costumes; afternoon wear; and evening wear. Two narrators described the costumes as they appeared before the audience. Every type of clothing was modeled; for the girls, sunsuits, rain wear, suits, day and evening dresses; for the boys, sports wear, and dress suits.

The grand finale scene included the complete cast plus the fashion queen. The fashion queen was one of the models chosen by the other models for this position. She wore a white, strapless gown. On her head she wore a crown of flowers presented by a local florist.

Guests from neighboring cities who present fashion shows in their school attended the assembly. A speaker on fashions appeared on the program, which was presented in assembly and later the same day in an evening performance for the public. The distinctive feature of the assembly was that it demonstrated styles for both girls and boys.

Week of March 15-19—Assembly Program on Hobbies of Students

March 14-20 has been designated National Hobby Week by the Hobby Guild of America, 24 W. 33 St. New York, N. Y. Whether or not the school decides to take part in the program for the observance of this event, an assembly on hobbies is appropriate. Just what kind of assembly can be built around hobbies depends somewhat on the interests of students and the hobbies they have developed. A good reference for use in planning this program is, *Developing New Interests in Hobbies* by Marie C. Graham,

published by the author who teaches in the State Teachers College, Indiana, Pennsylvania.

Below is a brief account of "Hobby Show Assembly Program" which was contributed by Mrs. Rix Ridley, Auditorium Co-ordinator, Sidney Lanier Junior High School, Houston, Texas.

One day last year when the supervisor was visiting a ninth-grade English class at Sidney Lanier Junior High School, Houston, Texas, the students were discussing their hobbies. She suggested holding an assembly program based on the hobbies of the students. The members of the class thought it a good idea and were eager to participate.

It was decided that hobbies involving activity were best for the stage presentation, but that every student who had a hobby in the form of a collection and wished to exhibit it should be allowed to do so.

A survey was made and each pupil asked to write the name of his hobby, how many years he had worked at it, and a brief description of it. Enough collections were found to fill tables placed along the sides and back of the auditorium, and steps in front of the stage were covered with model airplanes. Each boy or girl stood beside his exhibit to answer questions about it, to protect it, and to receive the honor paid it.

The program opened with a boy standing beside his hobby horse and telling the thrill and value of riding hobbies. Then there were demonstrations. There were varieties of sports; vocal and instrumental music, even an original concerto; poetry, games, cartoons, and rope twisting. One nature enthusiast thrilled the audience with his stories of his personal experiences with snakes.

Because of the widespread participation in the program, and especially the exhibiting, and because of the carry-over into the students' leisure hours, we felt that the program was beneficial.

Week of March 22-26—Annual Easter Assembly Program

Easter Sunday, 1948, falls on March 28. An assembly of a semi-religious nature for sometime during the week before Easter Sunday is customary in a large number of schools. Below are accounts of programs presented in two schools in observance of the Easter Season. The first, entitled "Hi-Y Club Provides Holy Week Worship Services," was submitted by Mr. Dwight O. Welch, Associate Area Secretary of the Y. M. C. A., Portland, Oregon. The second was written by Miss Wilda Bradley, Algonac, Michigan, High School.

Holy Week Worship Services. "To create, maintain, and extend throughout the school and community high standards of Christian character" is the purpose of some eight thousand Hi-Y Clubs of the United States. These clubs, which are a part of the high-school age youth program of the Young Men's Christian Association, find various ways of expressing their purpose in life about the school. Last year the Hi-Y Club of La Grande, Oregon, High School, provided, for all students who cared to attend, a series of

Holy Week Worship Services from March 31 through April 4.

Two special committees were appointed to work out the program. A committee in charge of decorations prepared the assembly room for the services. To give a religious atmosphere, an altar was set up covered by a white linen cloth over which hung an illuminated cross. At each end of the altar were Easter lilies. The piano was also covered with a white cloth on which was placed lighted tapers. On the opposite side of the room the speaker's stand was placed.

The program committee secured five speakers from churches of the community to deliver the messages. The Easter theme followed Christ from the time He entered Jerusalem until His resurrection. Appropriate solos, group singing, choral readings, Scripture readings, and responsive readings were chosen. Printed programs were used each day and each day a new chairman was in charge. Several girls took part in the program and participants were not limited to the Hi-Y. The room was darkened during the services which were held the first period in the forenoon.

Speakers represented all the churches in La Grande. Each successive day a larger crowd attended until the last three days witnessed overflow crowds.

The school paper, *Tiger High Lights*, contained a very appreciative write-up of the series of services, indicating that the Hi-Y Club had made a real contribution to student assemblies and also to the religious life of the students.

Lenten Assemblies. For some years it has been a custom in the Algonac, Michigan, High School to present a series of Lenten assemblies during the four weeks preceding Easter. At first, the special feature of each was a talk given by one of the ministers of the community.

Later, the chairman of assembly programs suggested to the speech department that members of the student body might serve as the speakers. Students in the senior speech classes took up the project, and, as a class assignment, each member was asked to prepare a short talk on some serious topic. Talks might be on some phase of conduct, the review of a good book, the biography of a great man, or any other topic of an inspirational nature.

The speech class has continued this practice for several years, and although at first it seems a difficult assignment, at least four or five excellent talks have always been forthcoming each year.

After the best talks have been chosen, other members of the speech class are selected by the student speakers to act as chairman and still others to read the Scripture selections. The Scripture lesson is carefully chosen to harmonize with the topic. The music department supplies a suitable number, either vocal or instrumental, for each assembly. In this way, a good number of boys and girls participate in the programs.

Faith, Reverence, Giving, Seven Deadly Sins, Christian Character, Citizenship and Christian-

ity, Youth Problems, Review of the Life of George Washington Carver, and Review of the Book, *Keys to the Kingdom*,—these have been the titles of typical talks given during the last two years, since the students have been in charge.

In general, the pupils who have prepared speeches of this nature have derived much satisfaction from thinking along these lines, and from the feeling that they may have exerted the right kind of leadership. Furthermore other students are greatly impressed by hearing members of their own group talk to them simply and earnestly on such topics. Deportment at assemblies is frequently a problem in the average high school, and ours is no exception; but at these Lenten services the behaviour of students has been extremely satisfactory.

Once we had the student council of a neighboring school visiting us the day of a Lenten assembly. We all, students and teachers alike, had a feeling of pride in our school because of the dignity of the program and the splendid attitude of the student body.

A Youth Service is a feature of one of the churches of our community. The participants are chosen from students of that denomination who have done well in the Lenten assemblies.

Some were hesitant about this type of assembly, but the results show that high school students have an interest in and a respect for pro-

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grams of a semi-religious nature, when they are well presented and have no denominational bias.

A CLUB TO TRAIN STUDENTS FOR ASSEMBLY PARTICIPATION

In the Shorewood, Wisconsin, High School there is a senior speech group known as the "Assembly Training Class" which assumes responsibility for assembly programs. During the year the members become script writers, directors, producers, actors, advertising agents, diplomats, etc.

At the Little Rock, Arkansas, Senior High School, an organization known as the "Stardust Club" performs somewhat the same function as the Assembly Training Class in the Shorewood High School. Mrs. Earl Quigley, sponsor of the Club and Director of Assemblies, has sent the following account of the club:

The Stardust Club is the largest school club in the state of Arkansas and has existed for several years. It is a talent research and production group. Its purpose is to give reality to rehearsals and amateur auditions. From these auditions, selections are made for assemblies.

A questionnaire-test has been developed for use in finding out the talents of students. The club issues an assembly bulletin, prepares an assembly calendar, and sets up standards for the conduct of assemblies.

The club's sponsor conceived the idea of accomplishing two purposes with the organization. Not only should it be an organization to develop programs for the assembly and train students for participating in it, but it serves another important purpose. It provides entertainment and recreation at noon time for a large portion of the student body.

There are two lunch periods—half of the students are in class while the others are at lunch. The club sponsors a series of programs to provide entertainment for these lunch periods. This gives practice which stands students in good stead for taking part in assembly and other programs.

The noon hour performances lead to greater variety and wider participation in our assembly programs. They give students a chance to put their own ideas into practice.

At the end of each semester an assembly is presented to honor the graduating class. Recently in a campaign for student body officers, "stump" speeches and stunts were permitted. Often when athletic competition is keen, pep stunts are encouraged. Occasionally but not often outside speakers and performers are brought in for a special occasion or to get greater variety.

Last year approximately seventy-five organized programs were presented. A total of over 500 pupils performed in these programs—many for the first time. Working along with these who actually took part on the stage, were as many more—writing scripts, helping with costumes and make-up, lighting, managing the stage, ushering, typing and mimeographing programs, making posters and helping with publicity, reporting performances to the school and community papers, etc. Students also served as in-

structors in helping rehearse dances, songs, and speeches.

Clerical work connected with the club has reached large proportions. A record of each program together with scripts are kept on file. Ideas for programs are preserved. Scrapbooks and clippings require much time.

All pupils who desire to participate can find a medium for doing so in this large club. Some even write fan mail and others read widely to find ideas and suggestions for the club. Many ideas are received through correspondence with students engaged in assembly work in other schools.

Every pupil seems proud of the club and its contributions. It has furnished talent for other school organizations and classes. It has trained performers for several city-wide minstrels. Pupils now look for opportunities to take part on other programs in the school and community. Recently a cast from the Stardust Club presented a short program under pupil supervision at a city-wide Hobby Show.

A club of this kind could not function effectively without the friendly co-operation of all departments in the high school: Dramatics, Music, Speech, English, etc.

Mr. Jess W. Matthews, Principal of the Little Rock High School, says: "We feel that the Stardust Club meets a real need of the school. As an auxiliary of the school assembly, it encourages participation of pupils who otherwise would never be reached. As an activity, it inspires hobby development and wise use of leisure time. As an extra-curricular aid, it supplements a deficiency and inadequacy peculiar to large schools with curtailed specialized personnel. As a builder of morale and school spirit, the work of the Stardust Club is unsurpassed."

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News Notes and Comments

Music Educators National Conference

The biennial convention of Music Educators will be held at Detroit, Michigan, April 17-22, 1948.

There are still college and professional groups which insist on use of the sewed-seam basketball ball. In high schools, the molded type ball is now almost universally used.

—Ohio High School Athlete

In the November *High Points*, Leonard Boyer tells how Shakespeare's plays can be effectively presented with the aid of recordings.

A district student council conference was recently held at Frazee, Minnesota. Principal Donald J. Eveslage, of the Frazee High School, offers suggestions for school people who contemplate such a conference.—In the January number of *Minnesota Journal of Education*.

Suggestions helpful in the formation of Pan American Clubs are available from the Division of Intellectual Co-operation, Pan American Union, Washington, D. C.

"Speech Education for All American Youth" is the title of the January number of *The Bulletin of the National Association of Secondary-School Principals*.

According to the *School of Education Record*, the per cent of student teachers in the University of North Dakota has declined from 5.31 in 1932-33 to 1.26 in 1946-47.

Because of "inadequate protection" against rabid fans, Paris, Ky., has been suspended from the Kentucky High School Athletic Association. This means no school in any state may play Paris until the ban is lifted. The crowd got out of hand after a game October 10th and molested the officials.

—Ohio High School Athlete

Superior Students Find Time for ECA

According to William S. Eaton, writing in *Chicago Schools Journal* (December '47), "superior" students in Chicago high schools devote 5.42 hours per week to Extra-curricular Activities; "average" students, 4.26 hours; "low" students, 3.75 hours. His study showed the percentage of each group taking part in some kind of extra-curricular activities to be: S—80.76; A—61.53; L—30.35.

How Many Basketball Games Per Season?

From down in Texas a letter came to this office stating that "one basketball team played

sixty-seven games before it came to the tournaments".....Just about half the states place a limit on the number of basketball games that may be played per season. That limit is quite generally eighteen or twenty games. Practically all states permit mid-week games but from a nationwide survey it would seem that California, New Mexico and Ohio try to curtail the number of such games. Perhaps the most effective weapon against an excessive number of mid-week games would be a game limit of eighteen or twenty per season prior to the tournaments. A violation of such a regulation could mean no tournament competition for the offending school.

—Ohio High School Athlete

Phoenix Scores Again

"The Phoenix" is published twice a year by the secondary schools of Phoenix, Arizona. E. W. Montgomery, superintendent. "Symposium on Democracy" is the title of the Fall, 1947 number. The publications of this modern school system are receiving national acclaim.

Harry Shefter describes the "Newspaper Laboratory" of Samuel Gompers Vocational High School, New York City, in the December number of *High Points*.

American University (Washington, D. C.) this fall banished football. Said President Paul F. Douglass: "Postwar college football has no more relation to education than bullfighting to agriculture....I see no reason why one corporation should hire a specialized group of employees to outrun, outbump, and outbruse the specialized employees of another corporation....A football player is nothing more than a human slave caught in the biggest blackmarket operation in the history of higher education.

—N. D. *School of Education Record*

Among the resolutions on the books of the National Federation of State High School Athletic Associations is one dealing with the "recruiting" of high-school athletes by college athletic administrators. This annual "skirmish" for outstanding players has a bad effect on the boys themselves, the student bodies and the general cause of education, the National organization believes.

—Texas H. S. *Iterscholastic Leaguer*

National Brotherhood Week

The observance in 1948 of National Brotherhood Week, under the auspices of the National Conference of Christians and Jews, February 22-29, affords the opportunity of emphasizing the necessity of inter-group education.

From Our Readers

Editor, School Activities:

In December, 1946, issue of *School Activities* you published "A True Story" (a play for primary grades). I wish to know if I may use this play again. You see, I sell much of my material, and I believe that I have a place for this.

Yours truly,
Mrs. Myrtle B. Wilson
Appalachian State Teachers
College
Boone, N. C.

By all means sell it. Like other educational journals *School Activities* does not pay for articles; if it did, there would be no magazine. Hence, we could hardly wail if a writer wanted to place his article where he would be paid for it. We hope that you are able to dispose of this play profitably. We liked it, and believe that it will have an even wider appeal.

Editor, School Activities:

I have just enjoyed reading the article in *School Activities* about the Student Council Workshop sponsored by the College of Education of the University of Georgia, September 18, 19, and 20, 1947. I am delighted to know that the importance of Student Council work is being recognized by some of our leading universities.

I thought it might be of interest for you to know that Forrest City High School, Forrest City, Arkansas, held a Student Council Workshop, September 1, and 2, 1947, two weeks previous to the Georgia Workshop.

It was sponsored by the Eastern Arkansas School Master's Club and was directed by Charles H. Cross, of the University of Arkansas, and Charles F. Allen. Council officers and sponsors from eleven schools attended the meeting.

Enclosed you will find a summary of the activities of the workshop.

Sincerely yours,
Lewis C. Hawley
Forrest City High School
Forrest City, Arkansas

Well, we stand corrected—unless and until some re-corrects us. Congratulations on your event; we hope that you repeat it next year. And scheduling it early in the fall when its results can be capitalized throughout the year represents wise planning. Incidentally, we are glad to see that our old friend and ECA "Early Bird", Charles F. Allen, is still interested in the field.

To those of you who might be interested in planning such a workshop, we suggest that you write Mr. Hawley, and Dr. Fred B. Dixon, Principal, John Marshall High School, Richmond, Virginia.

Editor, School Activities:

I have just received the following request from Mr. Ward B. Kimball, Director of Publication

and Publicity, Colorado Education Association, Denver.

"I have just read your article "Service Clubs and the Public Schools" in the December number of *School Activities* and think it is great. We should like to mimeograph or reprint it and send it out to all of the service clubs in Colorado. May we have your permission to do so? Have you any objections?"

Very truly yours,
C. T. Ryan
Nebraska State Teachers
College
Kearney, Nebraska

Of course not! We always consider such requests to be highly complimentary, to the writer, and to us. Congratulations! Come again!

A School Meets Recreational Needs of Youth

(Continued from page 188)

and by club dues. The second year, a Community Fair was held in the neighboring park two days during the last week in June. Various articles were made by the members of the clubs, and the parents entered wholeheartedly into the project, contributing needlework and home-cooked foods. The Fair served to unite the entire community. It was well attended, and proved a financial success.

In order to keep up this interest of the community, it was decided to form a community organization which has recently received a charter from the state. The by-laws of this organization provide for a board of trustees consisting of 12 members, elected by the association; 2 members of the high school faculty, appointed by the principal; and the president of each of the youth clubs. The board determines the policy and sponsors the activities.

As the work progressed, it seemed advisable to have full jurisdiction of the building, and plans were made to buy Milroy House. A financial drive was launched during the last two weeks of December. Various teams consisting of young people and adults canvassed the community and in the two weeks raised over \$4,500. This fund will not only buy the building but will provide much needed improvements and equipment.

The sponsors believe that if young people are given the right opportunity for wholesome recreation and are provided with a worthwhile character-building program under sympathetic and competent adult leadership, they will develop into the type of men and women so needed in our country today.

How We Do It

C. C. HARVEY, *Department Editor*

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VARSITY SPORTS LETTER GIVEN NEW SIGNIFICANCE

To the athlete of any school, a varsity sports letter means far more than something to wear on a sweater or to show that he has participated in some field of physical endeavor. It stands for long hours of hard practice and effort, with cuts and bruises often the only reward. It signifies that those letter winners have sacrificed time and other opportunities for enjoyment for the sake of following traditional rules.

Despite this, however, there is usually some undeserving group of persons who have acquired letters from brothers or friends and have no feeling of guilt about freely displaying them as their own.

To cope with this and the various other letter and sweater problems arising in Benjamin Bosse High School, Evansville, Indiana, and to promote better co-operation and understanding among all varsity athletes, the Bosse "B" Club was established.

After securing the approval of Principal Carl Eifler, the Club, with the school's football coach as its sponsor, formulated a constitution and set forth the following as the aims: the cardinal purposes of the organization are to establish the rightful wearers of Bosse letters and sweaters; to prevent the Bosse "B" from being jeopardized by unrightful wearers; to induce a better understanding about letters of others schools; and to promote a closer companionship among all athletes.

The executive committee of the organization consists of a president, vice-president, secretary, and sponsor. The Club meets monthly unless otherwise arranged. It is the duty of the sponsor to act, however, only in an advisory capacity on all committees and at all meetings.

The "B" Club has two standing committees: the rules committee, whose duty it is to see that the laws of the organization are carried out, and the publicity committee, which has the responsibility of publicizing the purposes of the Club so that all concerned fully understand them. Other committees may be appointed by the president as needed.

The attendance of twenty-five percent of the total membership and a simple majority of officers constitute a quorum and is necessary for the transaction of any business. The constitution may be amended by a two-thirds vote of the members present at any regular meeting providing such amendments have been presented to the executive committee preceding this meeting. The by-laws of the constitution consist of such designated actions as passed and recorded in the minutes of the regular meeting.

The Club is at present planning a "B" Week, during which all lettermen will be asked to wear their sweaters.

Although the "B" Club possesses the authority to enforce rules, efforts of the members have always been largely on an appeal basis. It is hoped that their measures will be met by enough voluntary co-operation to insure to the varsity award winner his rightful place of honor.—CHARLES HAUSENFLECK, Benjamin Bosse High School, Evansville, Indiana.

"TAG DAY" PROVES GOOD MONEY-RAISING DEVICE

Raising money in the American high school of today for worthy enterprises somewhat foreign to the average student's comprehension often proves a "bugbear" to club sponsors and members. Since we seldom have the time nor the facilities to put on an educational campaign explaining the "cause," we must rely on some unique and interest-catching device.

Two such devices have been used in the past two years by the Junior Red Cross Chapter of Garfield High School, Terre Haute, Indiana, in securing funds for the National Children's Fund of the American Red Cross.

Appealing to the seemingly universal desire of teen-agers to wear some special "decoration," tag days were used. The first year, Valentine Day was selected and the Junior Red Cross group prepared attractive tags of tiny red hearts mounted on a small lace paper circle. Then for a week preceding the day, the slogan "Have a Heart" was publicized through posters, black-board drawings, and the school newspaper. On St. Valentine's Day, the members of the committee worked through first-hour classes, and collected voluntary contributions, presenting a

"heart" tag to everyone who gave. Collections were practically 100 percent.

The second year's collection, capitalizing on the idea of variety, used St. Patrick's Day and the shamrock theme in the campaign plans. The slogan was "PAT-Me on the Back—I Gave" and each student contributing received a tiny green shamrock with the words "I Gave" printed on it in white ink.

Both these devices proved very effective: 1) in stimulating interest in the National Children's Fund itself, 2) in raising funds easily, and 3) in securing wider participation in giving.—MISS DOROTHY BECHERER, Garfield High School, Terre Haute, Indiana.

ENTHUSIASM OF YOUTH AND INTERGROUP LIVING

When the enthusiasm of youth is channeled into a worthy project, the results may be more comprehensive than cautious adults often dream possible. This youthful enthusiasm was responsible for the promotion of a worldwide need in early 1947 in the midwest metropolis of St. Louis.

This city, which sprawls westward from the Mississippi to expend its narrow, history-filled streets and broad highways into the state of Missouri, claims both northern and southern relationships. Divided by loyalties to both the North and South during Civil War days, it still retains strong southern influences: segregated schools, Y. M. and Y. W. C. A.'s, theaters, churches, and many recreational facilities, as well as restrictive covenants.

Yet youngsters of St. Louis in public, private, and parochial schools are growing up with attitudes which their seniors have been slow to acquire that the practice of brotherhood is now an abiding necessity. So pronounced is their belief in this practice that twenty-five democratically chosen representatives from twenty-five high schools in the St. Louis area responded enthusiastically when called together by the St. Louis Round Table of the National Conference of Christians and Jews to discuss what they could do to celebrate the 1947 American Brotherhood Week.

A nucleus of twenty-five students pooled their ideas and decided that students from each of the high schools' classes in race relations, social science, and intergroup living should assemble to discuss the question uppermost in their minds, "How can youth work for practical brotherhood?"

This would mean that Negro boys and girls, Caucasian youth, Catholics, Jews, and Protestants, Germans, Italians, Swedish, and French, all proudly identifying themselves not by these names, but by the name "American," would gather together for fellowship and discussion.

Through the co-operation and endorsement of the school administrators, 500 youth met on February 19. The building in which the meeting was held limited the attendance and made it necessary to resort to quotas. The theme of the

meeting was broken down to make possible three areas of emphasis including: (1) What does religion contribute to brotherhood? (2) How can inter-school activities and relationships make for brotherhood? (3) How can I develop better feeling and attitudes toward others? Nine groups of approximately forty-five students each would consider the three areas, three groups to an area.

Assembly was called for noon, when qualified speakers including a rabbi, priest, and minister, political scientist, and a public relations counselor each gave ten minute thought-provoking statements on the three areas to be considered in the afternoon sessions.

A buffet luncheon followed the convening session with no limitations on sociability and intermingling because of color, creed, or national origin. Simultaneously, fifty resource people were to serve not as leaders but as sources of information and guidance.

For ninety minutes the nine groups tussled with the questions and reluctantly ended the discussion in which all students had participated freely. A "coke" session and song fest served as a breather and means for further face-to-face contacts.

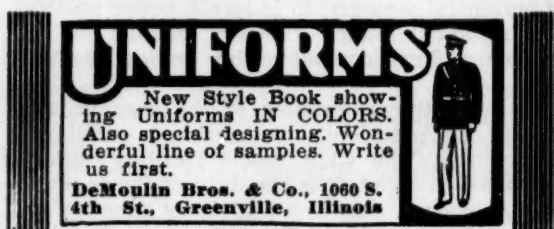
In the summary session, three students gathered reports from all group chairmen and presented the findings.

The most important outcome of the meeting was the unanimous decision that the brotherhood youth conference should not "die a'born-ing." The students insisted that it be an ongoing group, that a permanent inter-school youth organization be established.

Now official representatives have been chosen, two from each of the twenty-five schools, and with the endorsement of school officials, are at work planning the organization. The representatives are carrying back to their student councils and other extra-curricular groups the findings and suggestions for intergroup activities. To date at least twenty-five school programs on intergroup living have been presented as an outgrowth of youthful enthusiasm which made possible the successful American Brotherhood Week youth conference.—VIRGIL L. BORDER, Associate Director, St. Louis Round Table, National Conference of Christians and Jews.

OUR PERSONAL RELATIONS DEPARTMENT GETS RESULTS

At James A. Gray High School, Winston-Salem, N. C.; the Personal Relations Department



of our Student Body Association is the very heart of the organization. By the quality of its membership, our school spirit and accomplishments stand or fall.

The Executive Board of the Association selects the membership of the Personal Relations Department with great care. Each member is chosen on the basis of his or her influence, ability to lead and make friends, high standards of personal conduct, and interest in school affairs. We begin with a membership of fifteen and may add up to thirty during the year.

Purpose of this group is just what its name indicates—personal relations. It handles all problems that arise outside the classrooms. The aim is to create such a friendly spirit of co-operation, responsibility on the part of students, regard for others, and respect for authority that problems are reduced to a minimum.

If a student gets into trouble or violates a school regulation, a member of the Personal Relations Department has a friendly talk with him or reports the problem to another member of the group who knows more about him, his home environment, and his particular difficulties. If the problem arises a second time or if the response is not satisfactory, the offender is brought before the entire body of the Personal Relations Department for a frank discussion of the trouble. The Department attempts to find a solution to the problem in a manner similar to the procedure used in a court of domestic relations. If drastic action seems necessary, the sponsor and principal are called in or the case turned over to them. A record of each case and its disposition is kept on file.

We discourage "taking names" or reporting; emphasizing rather, personal responsibility in seeing that troubles are straightened out in "man-to-man" fashion. Our ultimate aim is to build such a spirit of respect for law and school loyalty, through example and friendly counseling, that "problems" and "cases" will cease to be.—RALPH ATKINSON and GENEVA MARSH, Student Body Association, James A. Gray High School, Winston-Salem, North Carolina.

UNUSUAL VALENTINE STUNT HELPS FINANCE YEARBOOK

Journalism students of Grand Junction, Colorado, High School, successfully promoted an unusual Valentine stunt which helped pay for the last yearbook and provided a hilarious time for all. Taking time out from the regular school routine, the budding journalists provided delightful entertainment for more than 1000 students on Valentine's Day.

Proceeds of this project helped pay for the yearbook, which, in part, is financed by the student activity ticket. Funds from this stunt enabled the annual's staff to publish the best edition of our yearbook in the history of the school.

During the school week of February 10-14, an attractive Valentine booth was erected in the main hall to give all students an opportunity to place their orders for such novelties as singing

Valentines, Valentine corsages, Valentine telegrams, and actual two-for-a-nickel and five-cent Valentines. Price of the more complex Valentine creations ranged from twenty to twenty-five cents apiece.

On Valentine's Day during homeroom period, blushing favorites were confronted by various groups of warbling journalists crooning such inspiring love songs as "You Are My Sunshine" and "My Darlin' Clementine", which had been requested by unknown admirers.

While these many flushed faces often turned beet red during the gala performances, excited "Western Union" boys scurried from room to room delivering Valentine telegrams. The telegrams, although more private than the singing Valentines, caused a few honored receivers to giggle with elation and still others were caused to laugh aloud all too violently.

Another unbelievable outcome of this activity was the sight of high and mighty seniors sedately strolling down the halls leisurely licking lollipops which, at one time, had adorned delicate Valentine corsages.—JANICE SMITH, Grand Junction High School, Grand Junction, Colorado.

HODIERNI ROMANI FEAST IN TRADITIONAL STYLE

The annual Roman banquet has become a tradition at the J. W. Sexton High School, Lansing, Michigan. Each year in celebration of Latin Week, members of the Latin classes (and any others who have had at least one year of the subject) drape their mothers' treasured sheets about them in the fashion of Roman togas and fare forth in motorized chariots and on bicycles to the school cafeteria. There a corps of slaves serves them typical Roman food from eggs to apples. No silverware is used, and the gentlemen recline on couches while they dine.

This affair is the major project of the year for our Latin Club, the Hodierni Romani. Early in the fall, members of the Club sign up with the committee of their choice: invitations, favors, wreaths, tickets, menu, program, decorations, or table arrangements. As soon as the date has been set the work begins—as does education through-



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targets, faces, supplies and materials of all kinds. Make your own in the wood shop; THE FLAT BOW book tells how, 75¢. Materials for 12 lemonwood bows, ball of hard flax, necessary metal tips, colored nocks, cedar shafts milled to fit tips and nocks, ground base feathers

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out the Latin classes for various aspects of Roman dress, food, and dining customs.

The invitations—printed in Latin of course—are rolled into scrolls on applicators which have been dipped in colored sealing wax. Cocktail picks also dipped in wax, make the rollers for the bundle of small scrolls which are tied together to make the favors and place cards. On these scrolls appear the menu, the program, and several Latin songs which guests will sing during the evening. The wreath committee with the aid of a stapler makes from green crepe paper dozens of laurel wreaths to be worn by the guests at the banquet. Our artists—when we are lucky enough to have any in our number—paint tapestries of classical scenes to be used with our decorations. Tickets are printed, the menu is planned, and the preliminary work is finished.

On the afternoon of the banquet itself, the cafeteria is transformed into a real Roman triclinium. We arrange a single row of tables in semi-circle. Then we improvise couches for the gentlemen by placing two other tables in a vertical position back of each table. For comfort we pad these with gymnasium mats; for color we throw over them the bright draperies, blankets, scarfs, and pillows which pupils have brought from their homes. Each table group seats only the conventional nine acceptable to the Ancient Romans.

Last year we had approximately one-hundred fifty guests, including the city superintendent of schools, our principal and assistant principal, and several interested teachers—all in antique costume, for we admitted no one in modern attire. Thirty trained slaves waited upon them, removed their sandals, and passed finger bowls before and after each course. (Eating with your fingers is a messy business!)

The dinner itself was prepared through the co-operation of the cafeteria and was served by these slaves, who came into the triclinium in company formation bearing trays of food high before them. Our menu included only foods known to the Ancient Romans—

GUSTUS

hard-boiled eggs on lettuce
green onions—radishes—olives—celery
honey-wine (mixed fruit juices)

PRIMA MENSA

legs of city chicken
carrots—green beans
bread (baked in round loaves)—honey
wine (more fruit juices!)

SECUNDA MENSA

pastries—nuts—raisins
apples

During the meal, two harpists played continuously, and the program for the evening was spaced between courses to keep guests royally entertained and interested. In addition to community and group singing of Latin songs, we had a gladiatorial combat, a Greek dance by a group of girls in fluttery costumes, and a sports' frieze by several boys (both danced with the assistance of the gym department), clowning by

two jesters, juggling, and a modern version of Pyramus and Thisbe.

When it was all over, guests and slaves alike became busy little beavers and put the cafeteria in order for dining the next day a la Emily Post, America, 1947. Orchids to the cafeteria!—
ELSIE FEE, Latin Instructor, J. W. Sexton High School, Lansing, Michigan.

PUPILS AND ACTIVITY BUDGET BENEFIT FROM SALE OF MILK

Selling milk at noon to pupils who eat lunches at school is the job of the Milk Sales Committee of the Pepper Club, the girls' service organization of Kent State University, Kent, Ohio. The committee, whose chairman is the manager of sales, was appointed from volunteers at the first club meeting of the year. A salesgirl may resign at any time she wishes, but is appointed for a year. Profit from the sale of milk is added to the school's budget for activities.

At Kent State High, sale of milk is handled in this way. Milk is delivered to the school in the morning by a local dairy. At noon, boys carry the cases of milk to the lunchroom. When the passing bell rings, the sales committee swings into action. A few minutes later, the milk has been sold, and the empty cases are left in the room for the empty milk bottles. Boys from the 1:00 o'clock study hall carry the cases of empty bottles to the first floor, where the milkman gets them when the milk is delivered the next morning. The same routine is followed when the girls sell milk to the elementary school pupils.

When the milk sale was established in our school several years ago, milk orders taken in every class were used to determine the amount to be ordered from the dairy. By this method, the amount ordered would vary from day to day. This year the milk order system has been eliminated, and the simplified method of sending a constant order to the dairy is now used. Milk that cannot be sold one day is kept in a refrigerator until the next day when it must be sold. A continual over-or-under-supply will naturally necessitate a change in the order to the dairy. Some dairies may supply you with both chocolate and white milk in small bottles. Chocolate milk is much more popular in our school than white milk; eighty-three percent of the milk sold is chocolate.

It is the job of the manager to keep an accurate record of the receipts and expenditures, and to recommend to the salesgirls improvements in selling. It is her duty to pay the milk bill at the dairy and to maintain a supply of drinking straws.

Pupils in your school will profit both physically and financially from selling milk. High school pupils realize the need of milk in the daily diet. Over sixty percent of all pupils who eat lunch in our school buy milk. The financial profit from sale of milk is above fifteen percent. Selling milk is a very easy way of increasing the funds in your club treasury—or in giving

the activity budget of the school a boost. The only things needed in this simple sales operation are a few willing workers, some milk, and some hungry customers (students at noontime).—**LOA MAE DIENER**, Kent State University High School, Kent, Ohio.

INTERESTING ALL-GAME PARTY FOR JUNIOR HIGH STUDENTS

In the past two years, several all-game parties have been sponsored by the General Organization of the Pattengill Junior High, Lansing, Michigan.

On the evening of the party the pupil exchanges his ticket at the door for a "number ticket", a ticket which is numbered with either a "1," "2," "3," or "4." The object of these numbers is to get pupils divided into four groups for the four different thirty-five minute activities planned for the party.

It is not the plan to make a profit on the events, but in order for the parties to be self-supporting, a small charge is made. Tickets are sold in advance through the various homerooms, and the proceeds are used for prizes and other expenses connected with the parties.

The "number tickets," in addition to the large 1, 2, 3, or 4, are also set up with a number at the bottom and a stub with the corresponding number. The pupil tears off this stub and places it in one of the boxes provided for that purpose. There is always one box for girls and one for boys. These are kept until the end of the evening, when all of the pupils are brought together for the drawings for door prizes.

Three rooms are used for check rooms with two attendants in charge throughout the evening.

The "number ticket" is fastened on each student in a conspicuous place so it can be easily seen. On the back of each "number ticket" is the order of rotation from room to room, which has been worked out for each of the four numbers. By working this out, each student can easily tell where his group belongs each period.

In our boy's gymnasium we run a mixture of progressive games, usually eight in number and consisting of basketball free throw, clothespin drop, 5-point ring toss, roll-a-ball, bean bag throw, five pins, marble game, and dart throw. As the student comes in, he is checked for number and given a small color flag which serves to divide the group into eight teams. A student leader and one who has been trained beforehand travel with each team each period from game to game and keep an accumulative score. Three and one-half minutes are allowed on each game and at the end of that time a gong signals the teams to rotate clockwise to the next game. At the end of each period, prizes are given to each member of the four leading teams. This scheme makes it possible for fifty percent of all students coming to the party to earn a prize in this one activity alone.

We have tried two plans in our girls' gymnasium, and each has worked out successfully. The

division of the group into teams and the running of an indoor track meet has seemed very popular with our students. Events such as: over and under relay, shoe scramble, Chinaman race, newspaper race, kangaroo race, etc., have been worked out here. Then at the close of each period prizes have been awarded to the two winning teams.

A dancing period in place of the indoor track meet has also been popular. The organization of a grand march, the featuring of special numbers, and social dancing make for variety. A few prizes for various dancing events helps keep interest high.

The third activity planned for our parties is a movie. This is purely of an entertainment nature and we have always found plenty of reels available for this purpose.

Our fourth activity is bingo. Each group is divided for this as we always plan to run two rooms. Our plan has been to run approximately ten games each period in each room, with a total of eighty prizes being given out during the course of the evening.

Between our second and third periods, we allow a fifteen-minute intermission for the serving of refreshments. At the close of the fourth period, after all students have had their turn at each of the four activities, everyone gathers in the boys' gymnasium for the door prize drawings and for the singing of the school song.

We have found that these parties seem to satisfy our student body, and probably as time goes on we will add many new activities to our present plan. In working out a system of rotation, it is well to pick the rooms to be used in such a way as to best take care of the congestion in traffic which will come at the end of each period.—**ANNA L. BREWER**, Assistant Principal, Pattengill Junior High School, Lansing, Michigan.

ORGANIZED SCHOOL SPIRIT AT EL MONTE UNION HIGH

School spirit at El Monte, California, Union High hit an all-time high last year. The reason? It was organized, and the boys and girls cooperated enthusiastically.

The first step was to form a pep club. The head yell-leader had charge of it, and he had a teacher to advise him and supervise the club. The plan was announced over the P. A. System and a meeting was called for those who were interested in it. Four-hundred students met at



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noon that day, and many who were unable to attend made personal inquiries. Identification cards were issued to them and the boys and girls presented these cards to ushers at football games and then they were admitted to a special section reserved for the "Pep Club."

The "Roaring Lions," as the group was called, always did much to arouse a wholesome spirit and unity in the school. They staged enthusiastic rallies, planned assemblies, and in numerous ways worked for a better morale, the essential factor behind school spirit.

The second reason for the success of organized school spirit at El Monte Union High is the band. Our Band has won fame all over the southern part of California. Recently it appeared in the Hollywood Christmas Tree Lane Parade and made a hit in the newsreel. The drum majorettes, the flag bearers, and the song leaders were cheered along the two-mile line of parade. El Monte was the first school to have flag bearers that were really adept at the art of flag swinging. Many of the former flash rankers have achieved fame in the movies, on the radio, and by leading professional bands. Our Band has brought home many national championships and is famous far and wide for the many spectacular stunts performed.

The Band did its part, the Pep Club served its purpose, and the rest of the students just fell in line. Organized school spirit was most obvious in cheering the teams on to victory in football, basketball, track, and baseball, but it is something which permeates every phase of school life. It is synonymous with that intangible something called morale.—G. V. BURNETT, Coordinator of Extra Curricular Activities, El Monte Union High School, El Monte, California.

A PHOTOGRAPHY CLUB GROWS OUT OF STUDENT INTEREST

Through the years of the war, shines one of my experiences as a teacher which made my work more enjoyable and, I believe, brightened the apparent drudgery of many students. This was our experience with a Photography Club.

The formation of our Club was stimulated by the physics class. We were discussing the subject of light and its behavior. After mention of some of the characteristics of light one student asked, "How does a camera work?" This led to a discussion of the pin-hole camera. The simplicity of the explanation soon brought comments on the possibility of making these cameras. Thus was planted the seed for our Photography Club.

At the next meeting of the class, several proposals for a Club were made; and in due course we had decided on a method of procedure. The necessary equipment was gathered, and after several laboratory periods in physics, pin-hole cameras were appearing. It was now apparent that the students were sufficiently interested in the topic of photography to want to spend time on it outside of the class. The idea for a club was developing in the group.

Representatives of the class went to the principal. A time—Friday afternoons—and a place—the physics laboratory—were arranged.

At first, there were many problems connected with the work of the Club, but most of them were solved by the students themselves with little guidance. The students soon began to make numerous pictures. We began renovating one of the closets for a dark-room. Solutions for developing and printing negatives were made. A printing box was the task of several students familiar with woodworking. Systems for the proper lights and use of the dark-room were solved through co-operation and organization of members.

First results of our finished pictures brought favorable comment. Soon members were learning more about the correct methods of taking the pictures. Soon they were acquiring the laboratory technique necessary for developing the negatives. Some began to read books on the subject.

It was not long before the news of what we were doing spread. The charter members voted that anyone sufficiently interested might become a member. Before long there began to appear at our meetings visitors and many later joined the Club.

Our Photography Club was not a perfect organization. However, it met an interest of the students and was a definite benefit to them. It helped some of them develop hobbies. It may lead to a vocation for some members. It was a valuable experience from the point of view of democratic participation.—JAMES A. WHITE, Elsie High School, Elsie, Michigan.

"RAGS TO RUGS DRIVE"—NEW WAY OF DOING IT

"Rags? Any old rags today?" has been the age-old cry of the old clothes man. Necessity prompted the ninth-grade girls of the Home Economics Department, Waverly-Belmont School, Nashville, Tennessee, to raise their voices and shout these same tidings. The rug in the living room of the Department caused untold anxiety because it became so easily tracked. All have heard Miss Rogers' (their teacher) timely warning, "Don't step on the rug." To those who forgot, their footprints became incriminating evidence.

As East High, Nashville, is equipped with looms, spinning wheels, and other instruments, they generously offered to permit our school to use their looms to make the Home Economics Department a rag rug. This started plans for a drive. First the drive was publicized through announcements in assembly, the school paper, and Red O'Donnell's column "Top O' the Morning" in the *Tennessean*. To create more interest a contest was planned which included the entire school. Each student who brought in a rag for one of the girls would have a chance to share the prize if his or her contestant collected the most pounds of rags.

To stimulate still more interest, the girls made a field trip to East High to receive instructions

for preparing the rags and for a demonstration of the looms. Soon the duties of a housewife during colonial days were presented before their dazed eyes. After careful consideration, it was decided to leave the spinning wheels to Priscilla Mullens.

The next day the drive opened. Students and teachers staggered under the weight of rags. At the close of the contest a week later, there was a room overflowing with rags of every size, shape, and color. Final results showed the total amount collected to be 565 pounds and fourteen ounces. The winner, with the help of her friends, collected 129 pounds, one ounce, and the box of candy.

The real work had not yet begun, and for the next three weeks the Department looked like a rag bag. All were sorted and cut into strips of from one to two inches, depending upon the kind of material. After that the white rags were dyed a wine to fit the color scheme. When the strips were sewed together in the manner in which they were to appear in the rug. They were then rolled into one-pound balls and put away for safekeeping. With the conclusion of this, the balls were transported to East High, where the actual weaving of the rug began.

Although it was very hard work, the project was thoroughly enjoyed by all participants. The rags which were left were sold and the proceeds used to buy several useful items for the Home Economics Department. All were very proud of their work when the beautiful rug was presented to the school at graduation. — JOHN A. OLIVER, Principal, Waverly-Belmont Junior High School, Nashville, Tennessee.

ORIGINALITY EMPHASIZED IN AUDITORIUM PROGRAMS

Those in charge of auditorium programs at Chattanooga, Tennessee, High School strive to make performances interesting, educational, and cultural, with special emphasis upon pupil participation.

While we recognize the advisability of having occasional programs of special interest, we feel that auditorium programs offer an excellent outlet for talents and abilities of our own students. To utilize these abilities and to develop talent which may determine future hobbies and even careers, we make an effort to diversify our programs so as to include varied interests.

Those students talented in art, paint and design scenery: the mechanically minded may actually build the scenery while the histrionically and musically inclined fill out this rounded program. Individuality and originality are encouraged in the writing and production of plays, stunts, and skits.

Probably our most representative program of the year is the Thanksgiving program put on by our newcomers, the sophomores. This program often uses as many as a hundred students and gives the sophomores an opportunity to demonstrate their ability and talents.

We try to get away from the trite overworked

Thanksgiving play depicting the Pilgrims, and to use Thanksgiving season as a background for patriotic tableaux or plays. An impressive program of this kind was one called "America's Worth," written by a member of our faculty and built around the song, "This Is Worth Fighting For."

In this series of tableaux, following the discussion between Uncle Sam and History as to America's worth, we had the following:

1. America is worth our "Loyalty." This scene showed the Indians responding to the call to colors in the recent war.

2. America is worth our "Gratitude." This was the scene of the First Thanksgiving with the Pilgrims seated at a table, giving thanks.

3. America is worth "Living For." The square dance of the pioneers brought out the fact that in spite of the hardships and privations of these hardy settlers, they got zest out of living.

4. America is worth "Dying For." This was the dramatic trial of Nathan Hale.

5. America is worth "Fighting For." The theme was carried out in a tableau with liberty on a high pedestal with all branches of the service, including ROTC on graduated platforms at her side. The different songs of the services were played.

6. The finale had the same tableau of liberty with all the characters of the others grouped around as they sang, "This Is Worth Fighting For." — BEATRICE CHANDLER, Chairman of Guidance, Chattanooga, Tennessee, High School.

A BROTHERHOOD PROGRAM IN JUNIOR HIGH SCHOOL

We are all interested in and proud of our Brotherhood program at Jefferson Junior High School, Washington, D. C. The heart of this Program is the work sponsored by Jefferson's newest club, "The Brotherhood Club."

The Brotherhood program at Jefferson Junior High School, according to the National Conference of Christians and Jews, is an example of outstanding school leadership. Last autumn the Director of the Washington Round Table called upon Mr. Hugh Smith, Jefferson's Principal, with the result that Mr. Smith decided to use upon the pageant "Festival of Light" for the school Christmas program—a pageant honoring both Jewish Hannukah and Christian Christmas.

There followed within a few months a graduation program giving a play, "The House I Live In," portraying understanding among the twenty-odd nationalities making up the school population.

About the same time, a Brotherhood Club was

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started with a representative of each of these nationalities and of each of three major faiths. The Club meets weekly and is engaged in many activities, including assembly programs, participation in special days and events, and collection of books on Brotherhood.

Recently Mr. Smith addressed a letter to all of the school's parents inviting them to a series of inspirational talks by outstanding representatives of the three faith. He emphasized that the spring season has a holy significance to everyone, and that the talks would stress problems facing all boys and girls.

That the program carried out at Jefferson Junior High School has been effective was demonstrated recently when a misunderstanding arose between two students at a settlement house. With no suggestion from the supervisor, a third student recalled to the other two "that thing we're talking about at school—Brotherhood," and so the incident ended.—Staff of the *Junior Journal*, Jefferson Junior High School, Washington, D. C.

OUR COUNCIL-INITIATED RECREATIONAL PROGRAM

Under the supervision and sponsorship of the Fort Sumner, New Mexico, High School Student council, a recreational and intramural program has been developed. The purpose of the program is to provide proper recreational facilities at noontime and to give each student an opportunity to participate in an intraschool program.

Under the noontime recreational program, the Student Council was confronted with the following problems: (1) Students crossed the street to and from the local cafe to buy candy, hamburgers, etc., causing a traffic problem and creating a danger area. (2) Bus students were without any form of amusement or program during the noon hour. (3) During cold weather students were in halls, class rooms, etc., and often caused disturbances.

After due discussion, plans were made by which the noontime recreational program would begin with games and dancing. A schedule of council members was posted as to the exact week each member would be responsible for games and dancing. Individual members were responsible for checking out the games to students, use of recording machine, collecting of games, and the conduct of fellow students participating in the program. Practically all the problems mentioned were solved by the program.

Under the intramural program, the council could readily see the need as indicated by the following: (1) Competitive athletics did not give all boys an opportunity to participate. (2) No program for girls existed, except those in physical education. (3) Physically handicapped students could not participate in competitive games but could take part in various sedentary games. (4) More emphasis was being placed on interschoolastic athletics than on an intraschool pro-

gram. (5) An intramural program provided a seasonal interest for all students.

Several plans for an intramural program were discussed, and the advantages and disadvantages were considered. A plan with the following points was adopted: (1) The council would sponsor the program with the co-operation and help of the department of physical education. (2) Students participating in the program were required to meet the qualifications specified by the New Mexico Athletic Association. (3) These events were to be used as a basis for class competition: Girls' soccer, boys' touchball, basketball, volleyball, girls' track, boys' track, softball for both boys and girls, checkers, dominoes, boys' and girls' tennis, Chinese checkers, and horse shoes.—TRAVIS STOVALL, Principal, Fort Sumner, New Mexico, High School.

THE PATROL ORGANIZATION IN A JUNIOR HIGH SCHOOL

The Patrol Organization of the Julia Ward Howe Junior High School, New York City, is composed of about one-hundred students. To become a member, a student must earn an "A" or "B" in conduct. The purpose of the group is to direct traffic, keep order while students are changing classes, and to see that the rules of the school are obeyed.

This organization is the largest of all school groups. There are three kinds of caps to represent the members. First, are the blue caps which are worn by the plain patrols; checkers wear gold and blue caps; gold caps are worn by the heads of the groups.

Duties of heads of groups are to see that patrols are on duty and know what to do. Checkers are assistants who are used wherever needed, make reports, and check to see that all students co-operate.

There are two days set aside for meetings of this organization. Tuesdays, heads and checker meet to discuss problems and formulate plans. Thursdays, the entire organization is present for a period. The sponsor is present, discussions are held, and often formal programs are presented.

The patrol organization has been a big asset to the school. It develops qualities of responsibility among the students. It helps to bring about co-operation among students and teachers. It helps to make students participation more effective.—ANNIE SIMS, Julia Ward Howe Junior High School, New York, N. Y.

LIVING WAR MEMORIAL FINANCED BY STUDENTS

An activity that seems especially significant to Taft, California, Union High School's faculty and students this year has been the Living War Memorial project, sponsored by the student body officers.

About a year ago the drive got underway to raise funds to purchase an electric organ and install it in the school auditorium as a memorial

(Continued on page 208)

STUNTS *for Programs and Parties*

Friends from the Funnies

Construct a large picture frame on the stage. Arrange a curtain to be drawn aside to show the "pictures" as they are placed in the frame.

From the available material select characters who because of their size, or other peculiarities suggest characters of the comic strips of the newspapers. With suitable costumes and proper make-up it is surprising what perfect representations can be made of Jiggs, Maggie, Moon Mullins, Andy Gump, Winnie Winkle, and the many others. It is surprising, too, to see how fascinated and amused an audience will be at seeing friends and acquaintances posing as characters of the comics.

To stage this act, the one in charge should announce that the school has been presented with life sized pictures of several famous comic characters. He should use only such characters as he has found suitable talent to create. They should be ready for exhibition and lined up according to a list from which he will announce them in turn. There should be someone to draw the curtain between presentations. Each picture should be displayed for but a few seconds.

Bubble Games

A number of very exciting games and stunts can be built around the old standby, blowing bubbles.

In the bubble race, any number of teams (one blower, one fanner) may enter. After "Ready" and "Get Set," comes "Blow," which starts the race. The "runner" takes the bubble from the blower's pipe and fans it across the room towards the goal. If it bursts, he rushes back for another bubble and starts all over again.

Bubble croquet is played by fanning the bubbles through hoops (upright spools and loops of wire) on the table. If the player is successful in blowing or fanning his bubble through a wicket, he blows or gets another bubble and attempts to put it through the next wicket. When he fails, the next player takes his turn.

A variation of this game is to see how many wickets (in line, a foot apart) a single bubble can be fanned through. First wicket scores five points, second, ten, third, fifteen points. Each player gets three tries or bubbles. Total score wins.

In bubble tennis boys and girls pair off, as many pairs as there is room. Bubbles are blown or fanned over a small net or string, the other side attempting to prevent them from landing. If one lands, even though it bursts immediately, it counts a point for the side serving.

Other stunts are altitude (highest), size (largest or smallest), time (lasts longest), and

chain (most bubbles from one dip). These can also be played by partners, two or more partners blowing on the same bubble.

With a little practice, an interesting exhibition of rolling and bouncing bubbles on a blanket can be staged.

Bubble solution may be bought or made. If the latter, dissolve soap in boiling water, add a teaspoon of sugar and two tablespoons of glycerine to each pint of water, and strain. For table games use a piece of oilcloth or heavy paper.

Do You Have It with You?

At your next party announce a contest among guests to see who carries most trinkets with him, and award prizes to the boy and girl who can produce the greatest number of items from pockets and purse. Provide two tables, with judges and scorekeepers, and ask each contestant to empty his pockets, or purse, on the table for inspection and tallying. Be sure to decide in advance whether keys on a ring or rouge and powder-puff inside a compact shall be counted as one or more than one item. Have the contest well planned and don't let it drag. It will make a novel, humorous, and much-talked-about number on your program.

The Testubolian

This is a stunt carried out with a number of test tubes. The tubes are used as whistles tuned to the notes needed. It is best to have one blower for each note.

The test tubes may be tuned in several ways. The easiest way is to use water to fill the tubes to such depths as will leave the proper length air columns to make the notes. The disadvantage of this method lies in the fact that, due to the evaporation of the water, the tubes will not stay in tune. The best way to tune the tubes is to use paraffin. After the wax has been melted and allowed to harden to the proper depth it will need no further attention. When, in tuning the tubes with paraffin wax, the tone is higher than desired, it is possible to remove the column of wax, trim off a little from the top, and replace it for another trial. The tuning should be done with a piano and only the notes needed for some simple selection which is to be played need be prepared.

The player of the testubolian is simply director of the blowers. He lines up the blowers, each with his tube, in the order of their tones. With a baton or pointer he points to each blower as he would have that blower sound his whistle. With a little practice it is possible to play a number of simple tunes such as "Good Night Ladies," or "Row Row Row Your Boat".

Comedy Cues

PRIDE

The haughty Englishman was trying to impress the importance of his family upon his guide in the Highlands. "My ancestors," he exclaimed, with a great gesture, "have had the right to bear arms for the last three hundred years."

"Hoot, Mon," replied the Scot, "my ancestors have had the right to bare legs for the last two thousand years."

—Kabelgram

A feminine passenger had boarded the bus after the lights had gone out. A tall man standing near her asked if he could help her find a strap.

"Thank you," she replied, "but I have already found one."

"Then I wonder if you would mind letting go of my necktie?"

—The Collegio

LOVE

It seems that a girl and a boy were madly in love. So great was their love that when fate

separated them and sent the boy to a distant city, he telegraphed messages of his devotion and affection each morning. Every day for three years the same Western Union messenger boy knocked on the girl's door, bearing the messages of undying love.

At the end of three years they were married—the girl and the Western Union boy.

—Kablegram

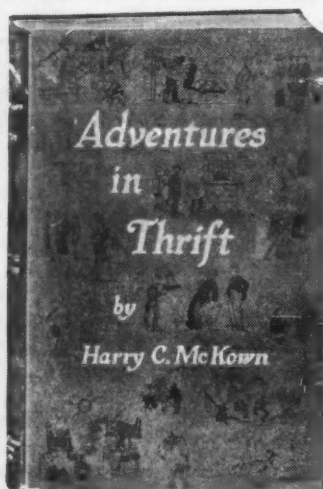
How We Do It

(Continued from page 206)

to our gold star veteran alumni. Part of the total was made by donations from school clubs and community organizations. However, about ninety percent of the fund was raised by student benefit activities and a general school tax levied on all school activities by the student government organization.

The organ was purchased and installed in March 1947, and it was played for the first time before a student assembly in a special Easter broadcast originating from the auditorium. The student bodies and school patrons of Taft Union High School and Junior College comprised the studio audience at this performance.—KENNETH C. SKEEN, Vice-Principal, Taft Union High School and Junior College, Taft, California.

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